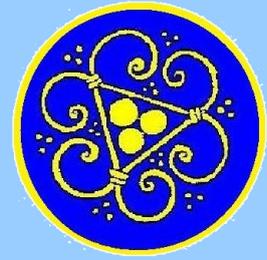


**Growing
and
Learning Together**



Sedgeford Primary School

Ringstead Road
Sedgeford, Hunstanton
Norfolk. PE36 5NQ



Tel: 01485 570997

Contents



“The current Y6 pupils have made outstanding progress.”

OFSTED 2013

“Provision for pupils’ personal, social and emotional development is excellent.”

OFSTED 2013

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Tel/Fax: 01485 570997

office@sedgeford.norfolk.sch.uk

www.sedgeford.norfolk.sch.uk

Dear Parents and Carers,

Welcome to the St. Mary Federation which includes Brancaster Voluntary Aided Church of England Primary School, Docking Church of England Primary School and Sedgeford Primary School.

I am really pleased to share with you all the wonderful things about our schools and I hope that you will enjoy playing a part in our continued success.

This prospectus is intended as an introduction to Sedgeford Primary school and will provide you with:

- ◆ an overall picture of the federation and the schools
- ◆ an insight into how it is organised
- ◆ information about opportunities provided for our pupils
- ◆ an understanding of the aspects of school life we consider to be of greatest importance.

At all schools within the St. Mary Federation we are committed, not only to excellence of Education, but also to providing the most caring atmosphere for our individual children. We share with you the wish that your child achieves the very best of which he or she is capable. We aim to help your child grow up to be happy, hardworking and to behave in a socially acceptable manner. We are proud of the close family ethos we have from being a small school and work hard to retain this as the school gradually grows.

I hope you find this prospectus informative and that you enjoy reading about our school. If you have any further enquiries or wish to arrange a visit, please do not hesitate to contact me at Brancaster on 01485 210246 or Docking on 01485 518344 or Sedgeford on 01485 570997. We are proud of our schools and would be pleased for you to come and see us in action.

I look forward to meeting you personally in school and hope this home school partnership is the beginning of a new and exciting phase of development for your child.

Executive Headteacher

Sarah A F Bocking

The St. Mary Federation.

The St Mary Federation is made up of three village primary schools set in a beautiful corner of northwest Norfolk. We officially became a federation on 1 May 2015 but we have been working together for some time now.

The three schools within the federation are: Brancaster Church of England Voluntary Aided Primary school, Docking Church of England Primary School and Sedgeford Primary School. The schools share an executive head teacher and have one governing body. In many cases members of staff work across the federation rather than at just one school. Since its formation the schools have worked closely together with the children sharing many opportunities and trips.

Our schools officially feed into Smithdon High School in Hunstanton though children from Brancaster School can also choose to go to Alderman Peel High School in Wells-next-the-Sea. The Smithdon cluster is very active and strongly supportive of its schools.

We're passionate about continuing to offer outstanding education in our villages. The schools have all been providing education for over 150 years!

The villages are either on the coast or within 10 minutes' drive from it and they are approximately 30 minutes from King's Lynn. You can drive between the furthest apart schools, Brancaster and Sedgeford, in 20 minutes and they are all within an eight mile distance from Hunstanton, which is the nearest small town.

Vision Statement

Our school provides inclusive opportunities in a secure environment, embracing an exciting and creative curriculum that allows all children to become confident,

In order to achieve our aim we:

- ★ Provide high standards of teaching and learning for all pupils.
- ★ Embed a multi-sensory and creative curriculum to develop lifelong learning.
- ★ Work together to promote awareness of environmental issues taking advantage of the local surroundings, outdoor learning and visitors to enhance our curriculum.
- ★ Provide an inclusive environment which educates, develops and prepares all our pupils for life in multi-cultural Britain.
- ★ Encourage children's own independence, self esteem and natural curiosity.
- ★ Encourage children to adopt a healthy lifestyle through exercise, diet and well being.
- ★ Recognise all children as individuals with their own rights and responsibilities.
- ★ Value and encourage parental partnerships with exchange of ideas and information.
- ★ Actively involve members of the local and wider community, valuing their positive contribution to the learning experience of all.
- ★ Ensure a confident start to children's school days, recognising and building on their previous knowledge, experience and understanding.
- ★ Celebrate achievement.
- ★ Invest in the future by continually seeking opportunities to improve all aspects of school, through forward thinking and embracing change.

This vision has been created in consultation with all stakeholders and will be reflected in all our policies and practices around the school.

March 2011

School Contacts

Teaching Staff

Mrs Sarah Bocking — Executive Headteacher

Mr Keith Twaites — Deputy Head

Mrs Gillian Gressieux — Class 1 Teacher,

Mr Peter Johnson — Class 2 Teacher and Lead Teacher.

Mrs Catherine Golding – SENDCO.

Mrs Jaquie Easter – P.E. Instructor.

Support staff

Mrs Jackie Cook - Secretary

Mr Chris Taylor - Caretaker

Mrs Paula Blowers - Cook

Teaching Assistants

Mrs Veronica Taylor

Mrs Linda Sayers

Miss Hannah Ayers

Mrs Rachel Riley

About Our School

Sedgeford Primary School is a small village school in an idyllic setting which serves the catchment area of Sedgeford and Ringstead. However, the school is pleased to attract a number of children from surrounding villages as parents prefer the many benefits a small village school education can offer.

We have three bright, attractive teaching spaces with interactive touchscreen monitors plus a large hall and library. The school has its own canteen and resident cook, so that meals are

cooked freshly on site each day. The school also boasts a working garden, produce from which is harvested and incorporated into the school dinners.



We have very attractive, secure grounds which include a large playground, field, trim trail and conservation garden area which are used throughout the year for teaching and learning as well as for play.

We are extremely fortunate to have a separately registered excellent pre-school on the school site which offers flexible early years education from 2-4 years of age, with whom the school works very closely.

Security

We take the security of the children, staff and the building seriously. All staff and volunteers, including parents who help in and around the school, whether on a regular or irregular basis, are CRB checked.

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The School Day



St Mary Federation
Brancaster, Docking, Sedgeford

School Times

School Hours: 8.55am to 3.15pm

Lunch: 12.00 to 1pm

Break: 10.45 - 11am

A punctual start to the school day is vital in helping children maximise their learning. Parents are therefore asked to ensure that children arrive at school in plenty of time. This will mean that they do not miss out on anything and it prevents other children being disturbed. There is also a legal requirement that parents ensure their children attend punctually.



Attendance

At Sedgeford Primary, parents have traditionally been extremely supportive in ensuring that their children attend school everyday. This is essential if children are to maintain a consistent rate of progress. However it is inevitable that children will require some days off due to illness, medical appointments and other commitments. If an absence is known about in advance then please inform the school in writing beforehand – a note to the class teacher is usually sufficient. In the case of an unexpected absence (e.g. illness) then please inform the school by telephone on the first morning of absence (from 8.00am). As part of our commitment to Child Protection we operate a First Day Check system. This

means that if a child is absent and we have not received notification by letter or phone, we will contact parents to ensure the child's safety if it is the first day of absence.

Lateness

Children who are late for school (arriving after 9.00am) should enter through the front door and report to the office so that they can be signed in. The regulations surrounding the registration process means that lateness is automatically recorded as an unauthorised absence by the system unless it is due to a medical appointment or a similar understandable reason. For more information on attendance, please refer to the school policy available from the website.

Special Circumstances

If, for any reason, you need to leave your child in school earlier than 8.45am or cannot collect them promptly at 3.15pm, please let us know so that we can make safe arrangements.

Please ensure that you collect your child promptly at 3.15pm, the end of the school day. Children often become upset if they are left waiting at school while others go home. In the event that a child remains uncollected at the end of the school day, procedures are put in place to ensure the safety of the child and to cause as little distress as possible to the child. The Class Teacher will make every attempt to contact the parent, carer or emergency contact person.



Medicines

If your child needs to bring medicines into school, please ask Mrs Cook for an Administration of Medicines form. This provides us with important information about the medicine, when and how it should be administered. It also tells us the medication expiry date and the amount of medication supplied to School. In addition, the form confirms contact telephone numbers of the parents and the name/telephone number of the child's GP should there be an urgent reason why we should need to contact them regarding the child or medication to be given/any reaction following the medication. The medication then needs to be given to Mrs Cook who will ensure the required medication is given to your child. No medicines should be left in cloakrooms or desks. Please make sure that all medicines are in their original packaging and clearly labelled with the child's name. We are only permitted to give the dosage which is stated on the GP's label on prescribed medication and the information label on non-prescribed medication.

Medical Check

The school nurse visits us and carries out hearing/sight/height and weight tests, etc. All children see the nurse routinely unless we are informed that you do not wish your child to be included. Normally you will be informed that the nurse will be working with your child. Parents may also request that the nurse see their child by signing a request form available from the school office.

Changing Children

We, as a School, believe that it is unfair to change a child in front of other children or a lot of other people. We will, therefore, take the child to a suitable room/place for them to change their clothes. We ensure that we inform another member of staff of what we are doing and ensure that the door is left ajar. The other member of staff will randomly check to see that all is ok and we recommend that, where possible, the child should change their clothes themselves. Obviously there may be situations where this is not possible—if the child is young and not proficient in dressing themselves or if there is a "Care Plan" in place for the child who requires changing.

Changing arrangements for School Swimming—It may be the case that a member of staff is on their own to supervise changing before and after swimming lessons. Another member of staff will be checking in periodically to see that all is ok and that there are not any problems.

Pupil Conduct

If a child is to fulfil their potential in school they need to be attentive and apply themselves to learning. At Sedgeford Primary School we expect a high standard of self-discipline and a good standard of pupil conduct at all times. Our expectations are set out in our Behaviour Policy as well as in rules displayed around the school. We set an example by being caring, considerate and cooperative in our dealings with everyone in school.

Although we use sanctions when necessary our ethos is built on a culture of positive reinforcement. There is an agreed scale of responses to poor behaviour that range from verbal warnings to individual behaviour plans agreed with parents. The school will involve parents at different stages of the process as and when it is deemed to be appropriate.

Good behaviour is always praised and a child may be rewarded with a Well Done sticker as well as a mention in the Celebration Assembly on a Friday.

BULLYING is not tolerated under any circumstances. Bullying is understood to be any situation where there is an **on-going, deliberate** and **targeted** attempt by an individual or group to hurt, upset or intimidate another person. Any allegation of bullying will be investigated and dealt with by the Headteacher. Parents are involved where this is considered appropriate but all such instances are reported to parents. We work towards a school community free from bullying by creating a caring, friendly and happy school environment in which bullying is out of place, respect for others is fostered and where children are encouraged to behave responsibly.



Please see our behaviour policy for more information.

Pupil Welfare

The welfare of all children is of paramount importance to us. Staff and Governors have written a Health and Safety and Security policy in line with current Health and Safety regulations for the school. All precautions are taken to ensure a safe, secure and

healthy working environment for pupils and staff.

We aim to develop awareness of the need to care for our bodies, physically as well as through diet, and the importance of healthy personal habits. We aim to pro-

mote an understanding of the way in which our bodies work and ways in which we might promote good health.

Equal Opportunities

We strongly believe that all our children should have equal opportunities to learn and develop whilst they are at our school. As such, no child will be denied the chance to take part in any school activity on the basis of gender, culture, race or religion. The curriculum of the school is designed at every stage to provide equal opportunity and access for all.

Please see our Access Plan and Equality Objectives for more information.

All of our policies can be found on our website or are available on request from the school office.

School Uniform

We ask all our pupils to wear our school uniform: a royal blue jumper with the school logo, white, blue or yellow polo shirt and grey trousers or skirt, both in school and when representing the school at off-site venues. Wearing school uniform helps develop pride in the school and gives the children a feeling of belonging. It also saves time in the morning!

Jewellery

Small stud earrings may be worn at school, but we ask that they are taken out on PE days. All other jewellery should not be worn to school as it may cause injury, be broken or lost. Watches may be worn but will need to be removed for PE. We ask that children do not bring toys or other personal items into school unless asked to do so by their class teacher, as such items may be mislaid or broken.



Applying for a place at our school

Each year Sedgeford Primary School can admit a maximum of 9 children into Reception. Children normally join the school in the September that precedes their 5th birthday (in other words they need to be 4 years old on or before August 31st). The Local Authority administer the application process but prospective parents are welcome to visit the school at any time during the year and it is not unusual for parents to make more than one visit – these can be arranged by phoning the school.

The admissions arrangements for the current academic year are available from the School Office.

Admissions during the school year or to other year groups

We frequently have children who join the school during the course of the academic year and we welcome applications at any time. The only reason a child would be refused a place at the school would be if there were no places available in the relevant year group.

Transfer to Secondary School

Sedgeford Primary School is part of the Smithdon Cluster of schools, and the majority of pupils transferring at the age of 11 go to Smithdon School. The transfer process to secondary education is also administered by the LA and Sedgeford Primary has no role or influence in this procedure other than to distribute documentation on behalf of the LA. We can help with factual information and can assist in checking that documentation is completed correctly but we can not offer advice on which school would best suit your child.

Teaching and Learning

At Sedgeford Primary School we seek to foster a strong work ethic and motivate our children through praise for effort and genuine achievement. We take account of effective traditional teaching methods and the latest research into how children learn.

We seek to do this in a dynamic and engaging way so that children are motivated to give of their best at all times.

This means that we take a flexible approach to timetabling the curriculum and will often teach lessons or topics that cover several curriculum areas at once. It also means that teaching might well take place out of the classroom or alongside children from different classes. The style of learning also reflects the age and ability of different children.

Special Educational Needs and/or Disabilities (SEND)

On average, about 25% of children need special help at some point in their schooling. This may be because of physical, learning or social issues and may be long or short term. Needs are identified in several ways: information is gathered from parents, outside agencies, teacher observations and diagnostic assessment. Children with Identified needs are included in a Support Register and an Individual Education Plan (IEP) may be drawn up. Most of the support given is within the classroom, but small groups and individuals may be withdrawn when it is thought appropriate. Further information can be found in the school policy for special educational needs.

Assessment

Assessment is an on-going process that teachers are constantly engaged with. It can vary from informal observations of children, structured conversations, marking of work, targeted questioning as part of a discussion in class and formal tests.

Children are also encouraged to assess their own progress and are helped to acquire the skills they need to do this. Through this process the child and the teacher identify targets that he or she needs to work on in order to make further progress. These targets are shared with parents at the consultation evenings that take place in the Autumn and Spring terms and they also form part of each child's annual report.

Pupil's annual reports are sent out in early July each year. They record progress in each of the curriculum areas and, if necessary, will highlight why progress has not been as good as it might have been. Children in Years 2 and 6 also receive their end of Key Stage assessment data – assessment data for children in other years is available on request.

Further information can be found in the school's assessment policy.

The Curriculum

Every child at Sedgeford Primary School has access to a broad and balanced curriculum. The curriculum comprises all the varied and exciting activities and experiences we offer to the children and includes all the statutory requirements of the Early Years and National Curriculum. We plan a creative curriculum in order to provide our children with an integrated approach to learning, covering academic and personal development and the development of global awareness.

School Organisation

At present, the school is arranged into 2 classes:

Class 1 - Reception, Years 1 and 2

Class 2 - Years 3, 4, 5 and 6

Class 2 are fortunate to have two teaching spaces a year 3 and 4 area and a year 5 and 6 area.

In all schools the work children cover is largely determined by what 'stage' they are in.



- ★ Children in Reception (aged 4 to 5 years) are in the Foundation Stage which starts in pre-school and continues through their first year in Primary
- ★ Children in Years 1 and 2 (aged from 5 to 7 years) are in Key Stage 1
- ★ Children in Years 3, 4, 5 and 6 (aged from 7 to 11 years) are in Key Stage 2

The Early Years Foundation Stage

Children begin school with a wealth of skills and knowledge, the transition for starting school is extremely important to the school. Pupils in Reception work towards the Early Learning Goals in six areas of learning -

- Communication, Language and Literacy;
- Problem Solving; Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical Development
- Creative Development.

National Curriculum Subjects

These are categorised as

- ★ Core subjects: English, Mathematics, Science, information and Communication Technology and Religious Education
- ★ Foundation subjects : History, Geography, Design and Technology, Art, Music and Physical Education.

In addition we teach Personal, Social and Health Education (PSHE) including Citizenship, Environmental Education and International Education.

The Basic Skills of Reading, Writing and Mathematics are given a high priority.

Information and Communication Technology

Interactive touchscreen monitors are fitted in all our classrooms, and we have an excellent bank of laptops and netbooks which enable children to not only be taught ICT but also to use technology to support their learning across the curriculum. We have a class set of digital video cameras with which the children learn to take images and video footage, edit their work and import images and footage into their own work.

Children learn how ICT is used in their daily lives and develop skills in communicating, data handling and control technology. Opportunities are also given for children to communicate with others and to use the internet for research.

All our ICT work follows the school's E- Safety policy.

Religious Education

At Sedgeford Primary School, we believe that Religious Education (RE) is a vital part of a child's all round development and understanding of the world around them. The RE curriculum is set out in the Norfolk Agreed Syllabus – a document which was written by and accepted by representatives of different faith groups. The majority of the RE curriculum looks at aspects of Christianity but there are detailed studies of other faiths as well as units that draw on examples from a variety of faiths. In our RE, we seek to recognise both the similarities and differences that exist between different religions and to celebrate the way this enriches our society.

Collective Worship

Assemblies take place each day within our school. Whole school assemblies are prepared and led by the Headteacher and/or other members of staff. We also have regular visitors, such as the local Rector, who leads an assembly once a fortnight. In preparing each assembly, the need for both the spiritual and moral development of children is taken into account.

Our school is made up of a rich variety of traditions and backgrounds. Children will be encouraged to contribute appropriate skills and gifts in the spirit of offering and sharing, through class assemblies. Through this process we aim to develop a sense of awe within children as they reflect on the richness of the world in which they live. We also encourage them to ask questions and seek answers as they begin their own spiritual journey.



Right of Withdrawal

Parents have the statutory right to withdraw their child from all, or aspects of, RE and Collective Worship. Should any parent wish to exercise this right they should express their intention in writing to the Headteacher. For more information please see our collective worship and R.E. Policy.

Before and After School Provision

The school aims to provide a variety of extra curricular activities that go beyond the requirements of the National Curriculum through after school clubs. We aim to introduce and develop skills and knowledge of sports, music, and the arts as well as build on social and personal development and understanding of the world around us. The PE and Games curriculum is supported by additional activities that enable each child to appreciate the value of health and the importance of team spirit and working together.



This year, some of the activities on offer included a Games club, PE club, Music Club and a Gardening club.

Sex Education and Drugs Education

Sex and Relationships education takes place throughout the children's time at Sedgeford Primary School. The emphasis for most of that time is on relationships as they are the framework upon which the educational process is built. We wish for adults and children alike to form relationships based on trust and integrity, love and concern; relationships which are crucial to the individual's growth and maturity.

The primary role of educating children in personal and social formation, including sex education, lies absolutely with parents. The school has a complementary role in supporting the parents by putting across appropriate information in years 5 and 6. For more information please see our school's policy.

Lunch And Breaktime Snacks

We are extremely fortunate to have a school canteen, where meals are prepared and cooked on site. We use fresh meat and vegetables in the majority of the cooking with a vegetarian and packed lunch option also available.

The cost of the school dinners is £2.10 per day. Children can choose whether they would like school dinners or packed lunch on a daily basis.

We encourage all children to bring a water bottle to school, which aids concentration and learning.

Children who have packed lunch eat with the school dinners in the canteen. As a Healthy School we strongly encourage parents to provide their child with a well balanced meal. Sweets and chocolate should not be included as part of the lunch.

Key Stage 1 children are provided with a fruit snack for morning break. Key Stage 2 children may bring their own snack which should be a piece of fruit, a cereal bar or a similarly healthy alternative or buy a snack from the canteen at a cost of just 30p.

Partnerships with Parents

Home-School Partnership

At Sedgeford Primary School we are proud of our commitment to working with parents in order to maximise the opportunities we offer the children. Our Home-School Agreement outlines the part played by the school, the child and the parent in effective learning. We know that children are not always forthcoming about school so we provide other opportunities for parents to learn about the work their child is doing.

There is a termly class assembly to which parents are invited in order to see some of the work done in class. We send home a written summary outlining the work the children will cover each term and we offer the opportunity to attend Curriculum Meetings and other focussed meetings.

Homework & Helping at Home

Homework – little and often – can be hugely helpful, but it must be fun and enjoyed by both child and parent.

We ask that parents help with the learning of spellings and tables when set and supervise other tasks. We suggest that children do their homework in a quiet environment where they will not be distracted. We ask that parents exercise their discretion as to how long a child is to tackle a difficult problem. The purpose of homework is to reinforce lessons learned at school, not provide hours of frustration.

Parents and carers have a responsibility to:

- Provide a suitably quiet place in which children can do their homework.
- Support their children in the completion of homework.
- Make it clear to children that they value their homework.
- Encourage pupils and praise them when they have completed homework.
- Join in with homework where it is required, especially with younger children to maximise the benefit for the children. It is OK to help.

All homework is valued by teachers as part of the learning process. In order to help the child develop, all homework will be marked by the teacher and comments given to the child either verbally or in writing.

If you have any queries about homework do please come in and ask.

Helping In School

Many parents assist in school and we welcome all offers of help. There is also sometimes the opportunity to accompany children on visits or to join in with special events.

One day each week parents are invited to come into school for a Shared Reading time to share a book with their child and two or three of their friends.

A selection of resources and copies of all school policies are available for viewing on our website and are available from the school office.

[Friends of the School Association \(FoSS\)](#)

Every parent is automatically a member of this Association but a 'Friends of Sedgeford School' Committee is formed at the beginning of each school year. Parents can support the Association by offering help at special events such as the Summer Fayre and by providing cakes for coffee afternoons, etc. The association is primarily concerned with raising money for the school, which is spent for the benefit of the children. Funds have been used to subsidise trips, purchase hundreds of books, climbing apparatus and outdoor equipment, and many more items.

[Parental Concerns](#)

As it is our hope that parents will support us in our work, it is our aim to support parents as fully as possible in the best interests of their child. We encourage all parents to approach the school if they have any enquiries/comments about the education or care of their child or about any school policies or procedures. We ask all parents to discuss any concerns they may have with either the class teacher or Headteacher.

A copy of our Complaints Procedure can be obtained from the School Office or from our website.

[Other School Policies & Procedures](#)

A selection of resources and copies of all school policies are available for viewing on our website.

Sedgeford Performance Data for the academic year 2016/17.

:Early Years

Subject	School Percentage	National Average Percentage.
Good level of development: Communication and language, physical, P.S.E., literacy and maths. Expected and Exceeding	40	71
Communication and literacy. Expected and Exceeding	100	82
Physical. Expected and Exceeding	100	87
P.S.E. Expected and Exceeding	100	85
Literacy. Expected and Exceeding	60	72
Maths. Expected and Exceeding	80	78
Average Point Score.	33.4	34.5

Year 1:

Phonics Achieving Expected Level	71	81
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KeyStage 1:

Subject	School Percentage	National Average Percentage.
Reading Expected Standard	80	76
Reading Greater Depth	0	25
Writing Expected Standard	60	68
Writing Greater Depth	0	16
Mathematics Expected Standard	60	75
Mathematics Greater Depth	0	21
Science Expected Standard	80	83
Reading, Writing and Mathematics Expected Standard	60	64
Reading Writing and Mathematics Greater Depth	0	11

Key Stage 2:

This was a very small cohort so we cannot present the data as it could identify individual pupils.



Safeguarding

Sedgeford School takes Safeguarding seriously. All adults in school are requested to undertake a CRB check and appropriate induction is provided by the Headteacher.

Safeguarding training for all staff and regular volunteers is kept up to date. The school's designated professional for Safeguarding is the Headteacher, Mrs Bocking. Or Mr Johnson the Lead teacher. Any safeguarding concerns can be discussed with these staff members.

The school has clear policies and procedures in place to make sure that children and adults are safeguarded at all times.

A copy of our Safeguarding policy can be found on our school website.

