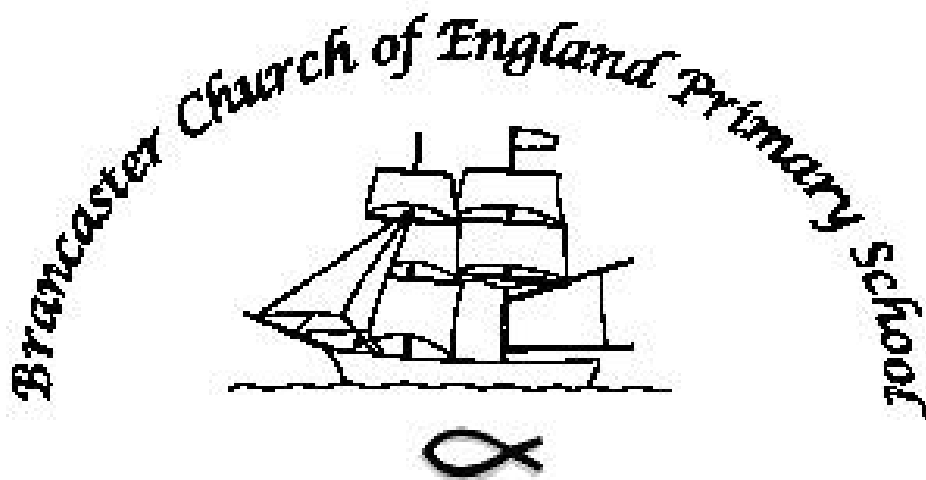


Brancaster CE VA Primary School Brochure



**Welcome to
Brancaster Church of England Voluntary Aided Primary School**

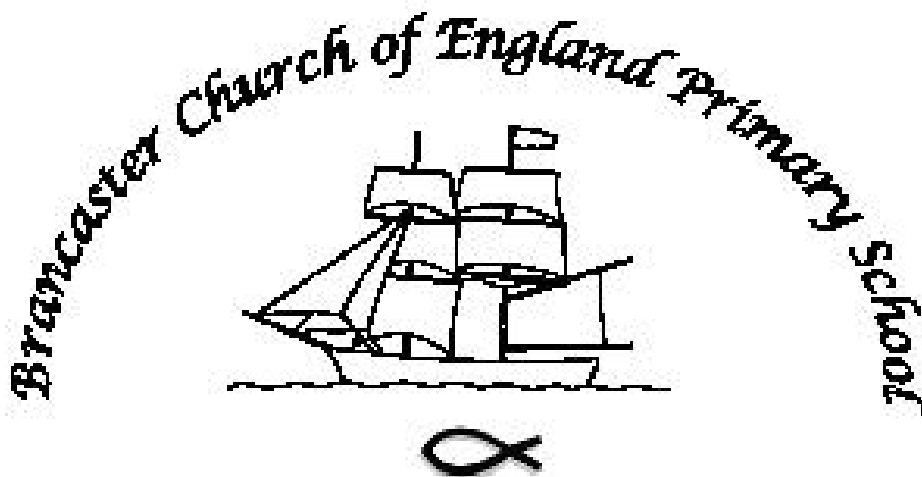
Brancaster CEVA Primary School
Market Lane
Brancaster
King's Lynn
PE31 8AB

Telephone: 01485 210246

E-mail: office@brancaster.norfolk.sch.uk

Web site: www.brancaster.norfolk.sch.uk

www.stmaryfederation.co.uk



We would like to welcome you to Brancaster Primary School where we look forward to a happy and successful partnership with you and your child/children during the coming years.

We firmly believe that education is an ongoing process, taking place wherever a child happens to be - both in and out of school. It is a joint venture involving all people a child comes into contact with and we aim that whilst working together we can provide your child/children with the enjoyable and rewarding education they are entitled to, thus ensuring that they reach their full potential in life.

In order to ensure that every child gains full advantage of the rich and varied educational opportunities offered to them we need to develop a thorough understanding of each child and the best way of doing this is by sharing information with you on a regular basis. We welcome your presence both before and after school. This is a time where information can be exchanged and children can show you things that interest them and work that they are proud of. It is also a time when we will get to know each other in a relaxed setting. Of course we understand that there are times when you will wish to discuss matters on a more formal basis; for this we would encourage you to make an appointment with the appropriate person who will try and see you at a mutually convenient time. With these strong home/school links we will be able to give our children the best possible support.

This brochure is intended to introduce the school to you and provide information that you will need from time to time.

***** Copies of all our policies are available on request from the school Office*****

Welcome to 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.

Executive Head teacher Mrs Sarah Bocking.
Chairman of Governors Mr John Ward.

St Mary Federation Governing Body

Chairman	John Ward
Staff Governors	Ruth Chell (Docking, Co-opted) Catherine Golding (Brancaster, Co-opted)
Headteacher	Sarah Bocking
LA Governor	Sally Beeston
Parents Governors	Lydia Kidd Claire Mears (Sedgeford)
Foundation Governors	- Alastair Symington Patricia Lloyd John Ward Melanie Hutchinson Peter Cook Susan Campbell James Fox
Chaplain to the school	Rev'd Susan Bowden-Pickstock
Clerk to the Governors	Mrs. J. Hill

The School Staff

Executive Head teacher	Mrs Sarah Bocking
Deputy Head teacher	Mr Keith Twaites
SENDCO	Mrs Catherine Golding
Early Years, Key Stage 1	Mrs K Tidd & Mrs Catherine Golding
KS2 Teachers	Mrs Lynn Ramplin & Mrs Janet Lavender
Secretarial Assistant	Mrs Sharon Preston
Finance Secretary	Mrs Jackie Cook
Learning Support Assistants	Miss S Spencer Mrs S Willsher Mrs Rachel Riley Mrs Maxine Richardson Ms. Katy Trett
1 to 1 Learning Assistants:	Miss Hannah Ayres
Caretaker	Mrs E Lack
NCS Midday Server	Mrs C Back
Senior Midday Supervisor	Mrs E Lack
Midday Supervisors	Miss S Spencer

Our Vision Statement for the schools in the Federation:



Vision Statement

“But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control”

The St Mary Federation values every child as an individual.

Together, as a school community:

We will develop an ethos that is deeply rooted in the Christian faith and that reflects our shared British values.

We will encourage our children to grow into well-rounded citizens who live out these values in their lives on a daily basis and who aspire to make a positive contribution to the wider community.

We are committed to developing three thriving schools that will engage and inspire the hearts and minds of children, parents, staff and all local stakeholders in our villages.

We will, in each school, provide a safe, challenging and relevant learning environment that inspires children to achieve their full potential as enthusiastic, inquisitive, confident and resilient human beings.

We want our children to succeed in life by helping them learn to be independent and by encouraging them to do their best to achieve their full potential.

We want our children to
“Aspire and Grow”.

The children have also written a vision statement:

Pupil Vision Statement

“But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control”

We will learn Christian Values in school and you will see them happening, know we have learnt them, see our thoughts and life will be happier.

School, and the work and values we learn there, will make us better people

Our values will help us all grow into a bigger and bigger community where everyone is involved

We will be the best we can and always want to improve

We will learn to work and think for ourselves

We want to
“Aspire and **Grow**”.



Thrift Class Harvest Festival.

The Aims of Brancaster School

As a Church of England Voluntary Aided School the spiritual progress of the children is as important to us as their academic education. We will encourage the children's spiritual, moral, social and cultural awareness in a Christian atmosphere.

We will provide a broad and balanced curriculum with a sound grounding in the basic skills of Literacy and Numeracy together with the independence and confidence to apply these skills.

We intend that our children develop lively, enquiring minds and enthusiasm for learning by treating them as individuals, giving them equal opportunities and building on their successes.

We will ensure children feel valued and respected so they can be confident and secure: willing to seek help (when needed) in the understanding that overcoming difficulty is part of the learning process.



We will encourage the development of, through example and explanation, a sense of responsibility, self discipline and self respect - for themselves, for one another, the school, the church, the community and the wider world.

We will show the importance of socialising and collaborating with sensitivity, consideration and humour.

We will encourage children, staff, parents, governors and the community to share in our achievements and take pride in our school.

We will provide a safe and secure environment for the children and staff, in keeping with good Health and Safety practices.

Religious Education and Daily Worship

As a church school, Religious Education is an important aspect of our school curriculum. We base our syllabus for this subject on the Norfolk Agreed Syllabus, following advice from the Diocese.

An act of Christian Worship is conducted each day. The local incumbent, Reverend Susan leads an assembly every week.

Parents have a right to withdraw their child/children from school arrangements for RE lessons and/or worship. To do this, parents should discuss the matter with the Executive Head Teacher and subsequently inform the school of their decision in writing. If a child is withdrawn, it is the school's responsibility to supervise that child, but the parent's responsibility to provide something suitable for the child to do during this time.



In line with our position as a Church School within the wider community, we regularly take services in one of the local churches for special occasions. On these occasions, the children generally lead the service, using text that they have prepared, and the church is often full. Harvest, Christmas and Mothers Day are regular events in our calendar. We hope that all of you will enjoy these services as much as we do.

The School Day - Key stages 1 and 2

8.15 - 8.45	Before School Club
9.00 - 9.05	Registration
9.05 - 10.20	Monday - Friday Thrift Class and Samphire Class - Numeracy
10.20 - 10.35	Playtime / Fruit
10.35 - 12.00	Thrift Class and Samphire Class - Literacy

12.00 to 1.00 Lunch break

1.00 - 3.15	Registration Assembly Thrift Class and Samphire Class - Topic Work
2.00 approx	Afternoon Break Thrift Class <u>only</u>
3.15	End of School Day
3.15 - 4.15	After School Clubs

****Fridays ONLY ****

2.45 - 3.15	Achievement Assembly (Parents invited to attend)
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There is no assembly on a Tuesday during the term we are doing swimming lessons. Collective worship is held in class, instead.

In the morning children are welcome at school from **8.45am onwards**.

*****Please do not bring your child before this as we cannot guarantee adequate supervision*****

Children should go straight to the playground unless the weather is bad when they should go straight to the classroom. However obviously they can come in if attending Before school club!

At lunchtime, we prefer that children either stay for School Lunch or bring a packed lunch to eat on the premises. You are, of course, entitled to take your child/children home for lunch at 12.00pm, bringing them back before the afternoon session begins at 1.00pm

In the afternoon children should be collected at 3.15pm from the Playground. Children are not allowed into the car parking area unaccompanied for obvious safety reasons. If your child attends an after school club they should be collected at 4.15pm

Please make it clear to your child that UNDER NO CIRCUMSTANCES MUST THEY LEAVE THE PREMISES UNACCOMPANIED AT ANY TIME. If you wish your child/children to walk to or from school unaccompanied please send a note to this effect, otherwise we will insist on keeping them in school until an adult comes to collect them.

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.

Parents must provide up to date contact information of their contact telephone numbers, plus place of work, address and telephone number, plus names and contact details of those adults authorised by them to collect their child. We require information about who has legal responsibility for the child and information about anyone who does not have legal access to the child. On the occasions when a parent is not at their normal place of work or home, they must supply the school with an alternative contact number or arrangement.

On the occasion when a parent is delayed and an alternative arrangement has been made, verification will be sought as to the identity of the person who is to collect their child. This may be in the form of a password.

If a parent is unable to collect their child at the end of the school day it is important that they contact us as soon as possible so that emergency measures may be put into place.

If the child remains uncollected up to 4pm, they will be supervised by a suitably qualified adult.

In the event of a child remaining uncollected by 4pm, after repeated efforts to contact the parents/carer/emergency contact, a telephone call will be made to Social Services, who will advise the school on the next course of action to be taken.

Teachers

Teachers are normally available in school for informal discussion or the passing on of important information and so on from 8.45am to 9.00am and from 3.15pm to 3.30pm (unless they are running an after-school club). If there is a need for a more private, formal discussion please arrange an appointment with the teacher, either personally or through the secretary.

School Term Dates

These are issued at the beginning of term and copies are available from the school office. In addition, other relevant dates will be given by way of letter regularly when required. Whilst term dates are fixed throughout the county there are an additional number of Teacher Training days and you will be notified of these dates in plenty of time. We do try to arrange these days so as not to cause inconvenience to parents, mostly attaching them to one end of a holiday.

Severe Weather Conditions

All efforts will be made to keep the school open at all times. However if, because of severe weather conditions, we have to close the school we will endeavour to send a text message to all parents informing them that school is closed. This information will also appear on the Norfolk Schools Website, under Emergency School Closures - www.schoolclosures.norfolk.gov.uk and will then subsequently be broadcast on **Radio Norfolk (FM95.1 and 104.4) or KLFM (96.7)**

Absences

The school is legally required to keep a record of every pupil's absences, whether they are authorised or unauthorised. Authorised absences include those for illness or doctor/dentist/hospital appointments when agreed with the Executive Head Teacher.

Absences for other, unacceptable, reasons are unauthorised absences as are all of the above, unless reported to school.

- The school is unable to authorise term time holidays
- Fines will be administered for 15% or more unauthorised absence within a six week period.

Please remember to inform the school by 9:30 if your child will not be in school that day on their first day of absence

If the school does not hear then an attempt will be made to contact parents. If there is no reply by lunchtime, the school is obliged to take further action. This will involve a home visit if possible. If there is still no reply we have a duty to inform the police who will then try to make contact.

It is very important that parents keep the school up to date with any changes in their contact details.

The expected level for attendance is 96.5%. A 'letter of concern' will be sent at 95% although we will endeavour to use our common sense and take circumstances into account.

A further 'Warning letter' will be sent where attendance falls below 95% but is above 90%.

Where attendance falls below 90% county will be informed.

Do have a look at our attendance policy; it is on the St Mary Federation website. We also have our holiday dates on the website.

Free School Meals

All children in Thrift Class are now entitled to "Universal free school meals".

This applies to HOT dinners only. Free school packed lunches will, however, still be provided for trips.

If you qualify for income-related free school meals (see below), it is important that you still apply for this even if your child is in class 1, as the school receives more than £1000 per qualifying child, to help towards their education.

Your child may be able to get income-related free school meals if you get any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after Working Tax Credit stops
- Universal Credit

Please ask Sharon for forms etc

Admission Policy

This school admits children at the beginning of the school year in which they become four years old. For very young children (especially those whose birthday falls in the summer term) and after discussion between teachers and parents, this may be part-time in the first instance.

In the event of over-subscription for places the governors will give preference to children within the catchment area and those with siblings within the school. The school is a Church of England Voluntary Aided school and preference will be given to children from out of the area whose parents wish for them to attend a Church of England school.

Children with Special Educational Needs are welcome and we will consider a child with Special Educational Needs following consultation with parents and the Education Authority and after considering the needs of the pupil and our other children.

Our Special Educational Needs Policy, based on the Smithdon Cluster Policy is available to read in the parent's section of the Brancaster School Website. The Smithdon Cluster Policy and Federation Special Educational Needs Report along with the Single Equality Policy can also be viewed on the St. Mary Federation website.

Facts for Parents

- Under the new arrangements for the School Admissions Code, your child will be able to access full-time education from the September following their fourth birthday.
- You can request that the date your child is admitted to the school is

deferred until later in the school year or until your child reaches compulsory school age in that school year.

- If you choose to defer your child's place until they reach compulsory school age, the school at which your child has been allocated a place must hold that place for your child, and not offer it to anyone else.
- Children must be attending school on a full time basis, by at least the term after their 5th birthday.
- For local Reception children, brochures and details of how to apply for a school place will automatically be sent to you by the Local Authority. Other applications for admissions to Brancaster Primary School must be made by completing a common application form either online or by a paper form which must be returned directly to Norfolk County Council. Full details of the admissions process and an application form can be found via the links below:

http://www.norfolk.gov.uk/Children_services/Schools/School_admissions/

<http://www.norfolk.gov.uk/view/NCC080632>

The Admissions Team at Norfolk County Council can be contacted on: -
Admissions, Room 7, County Hall, Martineau Lane, Norwich. NR1 2DH

Telephone: 0344 800 8020. Email: admissions@norfolk.gov.uk

You need to make an application for a Reception class place even if your child currently attends a Nursery class at the same school.

- Please note that attendance at a nursery attached to a school does not give you any priority for a place at that school.
- Information about primary and infant schools in Norfolk can be found in **Primary, infant and first schools in Norfolk**. You can find out your catchment school at www.whereilive.norfolk.gov.uk
- Full information about the admission process in Norfolk as well as frequently asked questions can be found in "[A parents guide to admissions to schools in Norfolk](#)".
- **It is your responsibility to ensure that your application is submitted by the deadline.**
- Confirmation of your child's place at school will be notified to you in writing, from the local authority, in the April after your application for a Reception class place.
- **Mid May** is the last opportunity for accepting the place that you have been offered for your child or for telling the local authority that you wish to appeal.
- **June/July** - Appeal hearings take place
- In the case of schools which are oversubscribed, places will be allocated by the local authority using the following criteria for priority: -

- ~ Children who are looked after by the local authority.
- ~ Children with exceptional medical/social needs.
- ~ Children who have an older brother or sister attending the preferred school when they take up their place and are living at the same address.
- ~ Children prioritised according to the distance between their permanent home address and the school, measured in a straight line.

If there are no places available at the school of your choice, the local authority will allocate your child a place at the nearest available school.

You have the right to appeal against any decision made by the local authority, under the Schools Admissions Appeals Code. In the event of you wishing to appeal, you should contact the admission teams at the local authority in the first instance, and they will be able to help you with this.

Introductory Visits

To aid transition from home to school we do encourage our young children to attend school for a number of sessions during the summer term before their admission in September.

These sessions are classroom based; this gives the children a chance to meet the other children in their class before they meet the rest of the school. Each visit lengthens to enable the children to take part in more school based activities, for example lunch, play time,



You and your child will also be invited to other events at school, such as Sports Day, "Bring a bear to School Day" and our Summer BBQ. We hope these visits give your child/children a chance to see that school can be an exciting, happy and fun place to be.

You may also be offered the opportunity of having a "Home Visit" from your child's Reception Class Teacher.

This enables the child to meet with their new teacher in surroundings in which they feel happy and comfortable.



Curriculum

The school is organised into two classes with mixed year groups. **Thrift Class** (Class 1) is for the Early Years Foundation Stage (Reception), Year 1 and Year 2 children (Key stage 1). **Samphire Class** (Class 2) is for Years 3, 4, 5 and 6 children. (Key stage 2)

Early Years Foundation Stage: Children join us in the school year after they become 4. They follow the foundation curriculum for the first year, then the National Curriculum.

National Curriculum: Children at Key Stages 1 and 2 study 12 subject areas. Of this Literacy, Numeracy, Science and Information Technology are Core subjects whilst Art, Design Technology, History, Geography, Music and Physical Education are Foundation Subjects. These may be taught as discrete subjects or within a cross curricular theme.

Religious Education is also a compulsory subject, but is not actually included in the National Curriculum. The school follows the Norfolk Agreed Syllabus for this subject. All parents can request for their child to be withdrawn from RE

Monitoring progress

Children are carefully monitored and assessed throughout the year. During the week, teachers evaluate how children have performed in lessons and use this to plan the next lessons. They give feedback to the children verbally and/or in writing.

Levels are recorded at the end of each term and results are analysed so we are aware of progress rates, attainment, special educational needs etc. Intervention and IEPs are then based on this analysis.

Records are passed on to the next school, according to current guidelines.

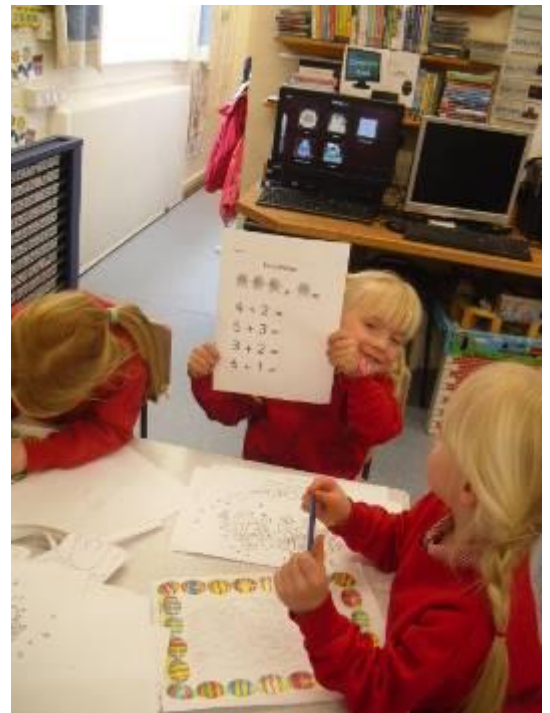
Parents Evenings are held in the autumn and summer terms so that parents can be informed of progress. A written report is given in the spring term and parents have the opportunity to discuss this with the class teacher if they so wish.

At the end of each Key Stage children are formally assessed. These tests are known as SATs (Standard Assessment Tasks). Parents will be informed of their own child/children's performance in the summer term before they progress to the next Key Stage.

The Executive Head Teacher or Class Teacher will be pleased to discuss any of the above with you.

Teaching Methods

There are a variety of teaching methods used in all classes. These include teaching the class as a whole, teaching the class in groups as decided by age or ability and teaching children on a one to one basis. Lessons can be subject based or involve cross curriculum links. The balance will change from subject to subject as well as from class to class but all teaching and learning activities are planned in advance in accordance with National Curriculum, Qualifications and Curriculum Authority (QCA), Literacy and Numeracy guidelines. The teachers follow a rolling programme, so the children should not repeat work that they have previously done.



Homework

As a staff, we at Brancaster do not believe that children should be



burdened with too much homework, as we are of the opinion that they should have time to take part in other activities, for example, playing with friends, attending Cubs, Brownies, sporting activities, church and other functions. We hope, therefore, that parents will see the homework we do set as an important part of their child's education and that it is useful and meaningful for the children.

We recognise that the purposes and extent of homework change as children get older. For children in Key Stage 1, the focus will be on developing a partnership with parents or carers by utilising opportunities for learning at home. Short activities, word and number games and enjoying reading together will be the nature of Literacy and Numeracy homework. Greatest emphasis will be on the importance of parents or carers reading with children. Since children need regular opportunities to practise reading and to listen to others reading, we recommend that parents and other carers read with their children for between ten and twenty minutes a day. This is not only ESSENTIAL for new readers but provides more able readers a chance to show individual skills as well as develop new ones and gain confidence. We also ask that parents ensure that the children do associated tasks, which should be done independently, where appropriate.

In Key Stage 2, the main purpose of homework is to provide opportunities for children to develop the skills of independent learning. This will only be achieved if homework is set regularly. The homework will cover Literacy, Numeracy and may include work in other curricular areas including science.

The time spent on homework will extend to a maximum of approximately 1.5 hours per week plus reading.

In summary, the times spent on homework should be:

Year R ~ building up to approximately 1 hour per week
(This may include both Literacy and number activities)

Years 1 and 2 ~ approximately 1 hour per week
(This will include both Literacy and number activities and may include some topic work)

Years 3 to 6 ~ approximately 1.5 hours per week
(Literacy, Numeracy and some tasks to support other curriculum areas)

Daily reading is also essential in addition to homework.

Children should read for 10 to 20 minutes per night, either individually or to another member of the family.

Teachers try to be aware of those children who do not have access to computers and work set should take this into account. If computers are a necessary part of the homework, children will be given the opportunity to use the school computers.

The planning of homework tasks should take into account the needs of children with special educational needs.

The Role of Parents and other Carers.

We also 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.



Extra Curricular Activities

At Brancaster School we recognise that we are responsible, in partnership with parents and others, for



the all round development of our children. To this end we endeavour to provide a variety of Extra Curricular Activities. These are taught by staff as well as coaches, parents and friends of the school. During the academic year we aim to provide activities covering subjects such as art, and craft, textiles, Music tuition, environmental and history activities. We also offer a range of extra curricular sporting opportunities for the children, which include Golf at our local club, Tennis, Football, Archery, Fencing, Dance / Drama and Multi-Sports.

We are always on the lookout for parents and friends who have expertise to offer in any area that may enrich the education of our children. Please contact the Executive Head Teacher if you feel you may have something to offer.

Lunch time & after School Clubs

We run a variety of Lunch time and After School clubs through out the school year. This is very beneficial for the children. After School Clubs also help parents with child minding, letting the children be cared for in a known environment.

Lunch time Clubs run from 12.30 - 1.00pm and After School Clubs run from 3.15 pm until 4:15pm. At different times the children are offered a range of activities from Speed Stacking, Tennis, Multi - Sports, Football, Fencing, Archery, Music, Cooking, Art, Sewing Club, Theatre / Dance, Film Club, Eco / Allotment Club and Homework Club, amongst others.

The cost of clubs will vary depending on who it is run by. The staff give their time freely, but there is usually a small charge for after school clubs to cover the cost of juice and biscuits that are provided or materials used. Other clubs run by outside coaches will cost more and are normally paid for in advance for a block of 10 or 12 sessions. Information about clubs (lunchtime and after school) will be provided at the start of each term and half term.

Before School Club runs
8.15am at a cost of £1.00



every morning from
per session, per child.





Sex Education / PSHE

At Brancaster Primary School we believe that it is the school's duty, in partnership with parents, to prepare young people for a responsible adult life, enhancing and developing the education already provided in the home. In the past there has been some confusion as to exactly what PSHE is. There have been a number of terms used by schools to describe this area of the curriculum such as personal and social education, health education, life skills, personal, social and moral education etc. Fundamental to all of these is the concern for the **personal, social and emotional development** of children and young people. The framework for PSHE



and citizenship offers schools the opportunity to develop a co-ordinated whole school approach to address the personal, social and emotional development of young people.

During Key Stage 1 & 2 pupils learn about themselves as developing and changing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. The framework for PSHE and citizenship sets out the following aims to help pupils:

- Develop the knowledge, skills and understanding needed to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- Recognise their own worth, work well with others and become increasingly responsible for their own learning and actions.
- Reflect on their experiences and understand how they are developing personally and socially.
- Tackle many of the spiritual, moral, social and cultural issues that are part of growing up.
- Find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- Understand and respect our common humanity, diversity and differences.
- Form effective and fulfilling relationships that are an essential part of life and learning.

It is agreed that Sex Education should be included in the Personal and Social Education curriculum and that it will be integrated within other areas of the curriculum, especially Science and RE, making each issue relevant and in a suitable context. The governors do not wish to impose on the innocence of young children with inappropriate knowledge but to keep them sensibly informed as they grow and develop new awareness.

Parents may, if they wish, withdraw their child from the arrangements for Sex Education. Should you wish to do this you are asked initially to discuss the matter with the Executive Head Teacher and then to confirm the decision in writing.

What is Sex Education?

It is learning about oneself, developing: -

- Self esteem
- Self confidence

- A positive attitude to the human body and bodily functions
- Personal morality
- Health and hygiene
- Ability to cope with changing moods and feelings
- Ability to identify wholesome, healthy contact
- Ability to say 'No'
- An appropriate vocabulary to discuss the above issues

Learning about others: -

- Developing loving, caring relationships
- Having respect for other people's feelings
- Having respect for other people's backgrounds and cultures
- Having respect for other people's opinions

How it will be taught

Teaching will be both formal and informal and mainly discussion based. Children will be encouraged to share both taught and accumulated knowledge, to explore values and attitudes and to develop understanding, allowing them to take increasing responsibility for their own actions.



PSHE will be taught by class teachers throughout the school. Sex Education will be taught to the children in Year 6. Teaching will take place in mixed classes, but there will be additional opportunities for single sex discussion with appropriate male/female staff wherever possible.

*****A copy of our Sex Education Policy is available on request*****

Special Educational Needs

Each child has different strengths, abilities and needs in a variety of educational and social areas. It is our aim to identify these strengths and areas of need and to respond appropriately so that children have the opportunity to make significant progress relative to their capabilities.

When a child is identified as having a clear need, there will be liaison between class teacher, Executive Head Teacher, Parents and County Support Teachers/Agencies so that a programme of work can be developed to meet this need.

We expect that the majority of this programme of work will be carried out in the classroom, allowing maximum possible integration. Occasionally children may be withdrawn for short periods of individual or small group work. Parents will be kept fully informed of these programmes through Individual Education Plans (IEP's) and regular discussions and meetings.

Mrs Sarah Bocking, along with Mrs Catherine Golding, are the Special Educational Needs & Disabilities professionals for our school.

Gifted and Talented

'Gifted and talented' describes children and young people with an ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities):

- 'gifted' learners are those who have abilities in one or more academic subjects, like Maths and English
- 'talented' learners are those who have practical skills in areas like sport, music, design or creative and performing arts

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for gifted and talented children.

Identifying Gifted and Talented children

If you think your child is gifted or talented, you should first discuss their abilities and needs with your child's teacher or Executive Head Teacher. Schools will identify children based on evidence including test results, quality of work and the views of teachers and parents.

Children may move on and off their school's Gifted and Talented register over time - especially in primary schools - as they develop at different rates to their peers.

Support for Gifted and Talented pupils

Schools have a responsibility to meet the educational needs of all their pupils. For the gifted and talented, this includes providing greater challenges in lessons and opportunities for pupils to develop potential gifts and talents. Schools and local authorities may also provide additional activities beyond the everyday timetable.



Transfer at End of Key Stage 2 (aged 11)

At the end of Year 6 pupils must leave Brancaster Primary School to continue their education at a chosen High School. Smithdon High School in Hunstanton is the designated High School for our Cluster, but children travel from Brancaster to a wide range of other High Schools, including Fakenham High, Alderman Peel High School in Wells-next-the-Sea, Gresham's in Holt and Wymondham.

The High Schools organise an induction programme in the Summer Term of the pupil's Year 6, this ensures a smooth and stress free transition between the two schools.

Parents and children are invited to a number of functions at their chosen High School, where they will have the opportunity to see the school at work, ask questions and get to know some of the staff.

Safeguarding

Safeguarding children means keeping them safe and protected from harm at all times.

Brancaster Primary school is committed to safeguarding and actively promoting the welfare of all children. All staff and volunteers share this commitment. We have established, and will maintain, an ethos whereby our pupils feel secure and able to talk freely to any member of staff or regular visitor about their concerns and worries.



The staff and regular visitors are able, through training and induction, to recognise when an issue requires action and know which authorities need to be informed. They will make sure the child knows that they may have to share what they have been told with other people who can help, but confidentiality will be maintained at all times.

Any concern for a child's safety or welfare will be recorded in writing and given to the Senior Designated Safeguarding Person, Mrs Bocking or the alternates, Mrs Tidd, Mrs Golding or Miss Ayres.

It is our legal duty to assist colleagues in other agencies with child protection issues. If a referral is made, we will inform parents. A copy of the school's child protection/safeguarding policy is available on request from the office.

Our Governing Body ensures our recruitment practices are safe and compliant with statutory requirements.

All staff and regular volunteers and visitors are required to complete CRB checks and when appointing new members of staff, the application process, including interview and references will assess the suitability of the candidates to work with children along with their capacity to fulfil this core responsibility to safeguard children.

The school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the Norfolk Area Child Protection Committee if we see signs which suggest that one of our pupils may have been a victim of abuse. Use of the procedures in this way is an obligation

placed on the school by the legislation and in no way infers that any parent/carer is being accused of wrongdoing.

*****A copy of the federation Safeguarding Policy is available on request*****

Star and Achievement Certificates

Stickers

There are a wide variety of stickers available on the market and we use these when we think it is appropriate. The most widely used at present are for Birthdays, effort, reading etc. Children are proud of their stickers, please notice them and comment appropriately.

Certificates

Achievement certificates are awarded every week in our Achievement Assembly. This is usually held on a Friday afternoon at 2.45pm. Parents are notified by text message on the Thursday and they are invited to attend the assembly to see their child receive the award certificate. They are given to the child/children who have shown some sort of achievement during the week, whether with their work, behaviour or other deed that deserves recognition.



"Star of the Week"

Every week the School Council choose a pupil who they think deserves "Star of the Week". This may be for work or behaviour. The pupil receives an enamel "Star of the Week" enamel badge in assembly, which they can then wear and keep.

"House Points"

The children belong to one of our 3 School Houses: -

- Sandringham House
- Houghton Hall and
- Holkham Hall

Children are able to gain house points, which go towards to house total. At the end of term, the house that has the highest number of points will receive a trophy.

Bronze, Silver & Gold Award Certificates are given to the children to celebrate their achievement in gaining the required number of House points for each level.

Bronze ~ 50 House Points

Silver ~ 100 House Points

Gold ~ 150 House Points

Behaviour

We aim for children to: -

- Develop a clear sense of right and wrong
- Develop respect for others and their property
- Understand that people are responsible for their actions
- Realise the importance of honesty, trust, tolerance and politeness

Teachers and parents work in partnership to foster good behaviour and to provide good role models for behaviour towards other people and towards property. Children are encouraged to develop self-discipline and co-operation.

All staff, teaching and non-teaching, adhere to the school system of rewards and sanctions.

As such, appropriate behaviour is reinforced through this system as necessary. Where a sanction is applied there must be an emphasis on the action and how it might be corrected or avoided next time.

Children are expected: -

- To move carefully around the school and in classrooms
- To look after each other
- Not to distract others in class
- To treat property and equipment with care
- To be polite to everyone
- To respect games and friendships of other pupils
- To be tolerant
- Not to do or say anything that might hurt someone else



Rewards and Sanctions.

Our emphasis is on rewarding good or desirable behaviour. In this way strategies can be used to modify behaviour that is unacceptable.

Rewards include verbal praise, house points/stickers, Headteacher stickers and certificates.

Sanctions include having to apologise, time out, loss of playtime or other privilege, seeing the Executive Head Teacher, parental contact and IEPs. Individual behaviour plans are drawn up to address concerns.

In exceptional circumstances the Headteacher is able to suspend or exclude a pupil.

In most cases the member of staff present deals with the behaviour and accompanying reward/ sanction at the time. If the incident happens at lunchtime the behaviour is reported to the class teacher. In order to reinforce the unacceptability of an action the pupil may be sent to the Headteacher. If the behaviour continues then the child's parents are informed so that a way forward can be discussed. In some cases this may involve the intervention of an external agency.

Bullying

Although bullying is not tolerated in school we recognise that instances of bullying may occur. We try to foster in pupils an openness and willingness to talk about the concerns that we have. We also encourage older pupils to look after the younger ones and report any concerns they may have about a friend to a teacher. If an instance of bullying is suspected staff will act straight away. The Head and subsequently parents are informed so that the matter can be resolved as soon as possible.

We have a "Worry Box" in school which is situated in the main reception. Children can write their worry and post it in the box. The "worries" are then read and the incidents are logged / dealt with. All of the children are taught what to do if someone is bullying them or they see someone else being bullied.

***A copy of our Anti – Bullying Policy is available on request it is also available on the website. ***

The school's policies and actions take into account the following legislation.

- Equality Act 2010
- Disability Discrimination Act 1995
- Equality Act 2010
- The Children Act 1989.

At Brancaster School we firmly believe that we are part of a world wide family and that whatever colour, creed, name or ability we may have it is through meeting with and sharing experiences with those who are different from us that provides us with a wider education and understanding of the world and its peoples. We warmly welcome everyone through our doors and hope that all who attend our school will have a happy experience and take away wonderful memories. Our children place their trust in us as responsible caring adults and we do not intend to let them down.



"The Single Equality Scheme brings together the Schools approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole School community.

Our scheme includes pupils, staff, governors, parents, carers and all those within our extended School community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people."

Our Single Equality Scheme (SES) and Action Plan cover a three-year period and will be reviewed / amended annually. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion.

It also addresses the Employment Equality Regulations relating to religion or belief, sexual orientation and age. Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by the Governors and will cover activities undertaken in relation to the six equality strands and promoting community cohesion.

Looked After Children

We aim to ensure that every child in care benefits from the opportunity to gain a first class education from early years through to further and higher education.

The designated teacher with responsibility for these pupils is Mrs Sarah Bocking and, the SENCO, Mrs Catherine Golding. Mrs Bocking is also responsible for co-ordination of all services involved.

All looked after children newly arrived at our school will be offered a mentor to help them settle in. The school will ensure that all looked after pupils will have up to date personal educational plans that will be reviewed regularly. This plan should address all the needs of the child, be they educational, social, and emotional or health related.

Mrs Sarah Bocking will be responsible for ensuring smooth transition when a looked after child leaves our school so that the child will be placed appropriately and receive any necessary support.

Regular reports will be made to Governors as they are responsible for ensuring that the school is not neglecting the welfare and educational needs of any looked after child.

Health & Safety

Accidents at school: Occasionally children will suffer minor accidents or injuries at school or they may complain of feeling unwell. In such cases we have staff who will offer First Aid. Virtually all the staff now holds a full First Aid at Work Certificate (including Paediatric First Aid). Normally the only treatment used is to apply a cold compress to bumps etc, not creams, disinfectant or plasters. It is most important that we are informed of any allergies your child may have.

If children sustain any more serious injuries which we feel require professional treatment we will endeavour to inform parents, or other nominated emergency contacts, and ask that the child be collected and taken to their doctor.

In cases where we are unable to contact parents, or other nominated emergency contacts, or where immediate

emergency treatment is needed, the Executive Head Teacher acts in loco parentis making the decisions she would expect you to make on behalf of your child. We will inform parents of the full circumstances and treatments at the earliest opportunity.



Medicines

If your child needs to bring medicines into school please ask the secretary for an Administration of Medicines form. This provides us with important information about the medicine, when and how it should to be administered. It also tells us the medication expiry date, 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 the Class Teaching Assistant, 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 we you 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.

School Dinners

The children are free to choose which days they stay to lunch. They just need to inform their class teacher of their choice each day at registration.

Dinner money should be given to the secretary- in a **named envelope/purse/money wallet**.

Packed lunches should be left in the fridges provided.

Children are given time to use the toilet and wash hands before going to the dining room.

Grace is shared each day before eating.

Children with packed lunches should take any uneaten food home.

Children are supervised at lunch time by Mrs L. Lack and Miss Spencer.

Snacks

Children are provided with a piece of fruit or vegetable at play time. The children are allowed to bring in another snack if they wish. It is hoped that parents will support our lessons on healthy diet and dental care and reflect this in their choice of snacks for children.

Children are allowed to have a water bottle in school - **this is for water only, NOT juice**.

Milk

Under 5s have free milk provided and parents can buy into the "Cool Milk" Scheme for older children. Details from the office.

IN THE EVENT OF A CHILD BEING LOST:

The school will take every reasonable precaution to ensure that the premises are secured (see Health & Safety and main Child Protection/Safeguarding policies) and that the children are accounted for at all times.

At the start of the day, the parents/carers remain responsible for their child until handover has taken place at 8.45am. Parents are then reminded to inform the teaching staff and school office of any different arrangements for collection at the end of the day as their child will not be allowed to go home with an unknown or unauthorised person.

After handover at the end of the day, the parent/carer resumes responsibility for the safety of their child. In the event that a child is unaccounted for whilst he is in the care of this school, the following procedures will be followed:

The key worker responsible for that child will inform staff including senior staff and start an immediate search of the premises to include all areas, both indoors and outdoors.

Additional support staff or any staff (including non-teaching staff) not required to supervise children, will join the search.

Police and parents will be informed by the Executive Head Teacher or his allotted deputy if the child has not been found by this point.

A review of practice will be completed with all staff following any such incident. A written record of the incident will be kept.

This policy is reviewed annually.

Parents and Friends Association

Brancaster Primary School is fortunate in having a thriving and supportive Parents and Friends Association. The Association engages in activities which support the school and advance the education of the pupils. **All parents and guardians of children at the school are automatically members of the Association.** Friends are welcomed and encouraged to join the Association for a small annual subscription.

The Parents and Friends Association has two main functions. One clearly is raising finance to support facilities not normally provided by the Local Education Authority. The other is the equally important social role of welcoming all parents into the Association and fostering good relationships between staff, parents and friends of the school. This is a role that is often played down but one which is very important.

The Parents and Friends Association arranges many events and functions. These often raise money for the children but also provide occasions when parents meet with teachers and other parents on an informal basis. Please help your Parents and Friends Association, by doing so you benefit yourselves, your children and the school.

Please see below a copy of the PFA Welcome Letter which also appears on our school website.



Parent & Friends Association

Brancaster CEVA Primary School
Market Lane
Brancaster
King's Lynn
Norfolk
PE31 8AB



Executive Head Teacher: Mrs Sarah Bocking
Email: head@brancaster.norfolk.sch.uk
Telephone: 01485 210246
Charity number: 1036259

All parents or carers of children at our school are automatically members of our Parents and Friends Association. We have a small (but growing) committee of active members who include local residents and staff.

We are mainly aiming to raise funds, but also support the school in other ways such as refreshments at events, "clear up" days, helping with gardening, around the school and wildlife area etc.

The local community also support us. The Jolly Sailors invites us each year to run a Fun Day in their marquee and garden during June, Deepdale Market gave us a free stall at their Christmas Market and the villagers organise Brancaster Day in August where we run stalls to help raise much needed funds for our school.

Other events we hold are quizzes, bingos, cake stalls - also our very successful Bags 2 School and jumble sales, Easter activities and fun discos for the children.

We use the funds raised to help towards expenses that are not covered by the LEA

budget. We like to help fund educational school trips, (especially for the transport)

helping to make it affordable for everyone.

During the last year we paid for a new light on the Horsa Hut, £400 towards the maintenance of the outside play equipment, printed leavers mugs, PA system, TOTKO disability awareness for the children, £100 for the Children's Christmas presents, visits to Brancaster Millennium Activity Centre during our activity week and new sashes for PFA members to wear at events, which also promotes the school.

We always welcome parents on our committee or helping at events and we would love to have more members from the local community, who may have new fresh ideas, contacts and skills with raising funds, which could enrich our already small, but very committed Parents and Friends Association.

Please contact me if you would like to get involved,

Shirley Willsher

Chair of the Brancaster CE VA Primary School PFA

Links with the Community

We believe that links with the community are an important part of a child's education as well as enriching village life.

During the year there are a number of events and activities that the children participate in which are appreciated and enjoyed by parents, children and community alike. These include the various services in church, including Harvest and Christmas, our Christmas play, displays of work in the church, Sports Days,

Bingo Evenings, The School Choir visits to the Homes for the Elderly and other guest appearances by the choir etc.

We are very pleased to welcome you to any, or all, of these events.

*Mrs Maggie Haggart, helps to run the Brancaster Baby & Toddler Group in the village.
This is held every Tuesday morning.*



*Double
Lynn News
Awards
School of
And*

*winners at
Education
Nov 2014
the Year*

Contribution to the Community



Allotment



WW1 project

The Home Working alongside the School

Children work best when they are happy and secure. All children are in the direct care of their class teacher who has responsibility for their education, well being and safety under the overall direction of the Executive Head Teacher. Providing a high quality of care and support requires that teacher, child and family have a close and effective relationship. Vital to this is good communication and the following points are worth noting.

- It should be a normal, even daily at times, occurrence for parents and teachers to meet both formally and informally to discuss a child's progress.
- Children feel valued when teachers and parents meet to discuss their progress and enjoy feedback from both parties as an essential part of the teaching and learning process. Parent/teacher meetings are therefore important - please try to attend.
- The worries and concerns of child/parent or teacher can quickly escalate into major problems if not dealt with promptly. It is important that we all act accordingly.
- Children love to talk about what they have done to an **interested** adult - We all need to find the time to listen.
- Sometimes children come to school feeling unwell or unhappy for whatever reason. In most cases they settle quickly. However it is often the parent/responsible adult who is left worried and upset all day. In this event please 'phone the school (or call in if passing) so that we can put your mind at rest.
- Events in school can affect a child's behaviour out of school and vice versa. We need to make every effort to communicate factors which may lead to unusual behaviour.
- A special interest can lead to encouraging progress - please let us know about them.

Home School Agreements

In line with Government policy we have developed a Home/School Agreement which every child, the parents and teachers sign. You will receive a copy of this and a copy is also held at school

A copy of the agreement will be given to you when your child joins the school. We will ask that both you and your child/children sign the appropriate section of the



agreement. It will then be signed by the Executive Head Teacher on behalf of the school and returned to you. A copy will be kept on file in the school.

This process is repeated on a yearly basis, usually just prior to the November Parents Appointments.

Problems and Concerns

If children or parents have problems or concerns please take the following action:-

1. Discuss them with the Class Teacher concerned.
2. If not satisfactorily resolved the situation should be discussed with the Executive Head Teacher, usually by the parent/adult responsible.
3. If parents/responsible adults feel that the situation has not been dealt with adequately and wish to pursue the matter further; they should write to the Chairman of the Governing Body stating their case. The Chairman will decide if the matter can be dealt with informally or should go before the full Governing Body for consideration and action.
4. If still not satisfied, the grievance should be taken to the County Education Officer or the DfEE.

Further details of the complaints procedure are available from the Executive Head Teacher or the Chairman of Governors. Guidance concerning a complaint to Ofsted is available on the St. Mary Federation website.

Adult Helpers in School

We welcome the support of our parents and adults from the wider community. This helps us with the activities we can provide for our children and allows the adults to see how the school works. It also ensures that our children meet a variety of different people in a safe environment increasing their knowledge and developing a range of communication skills. To be involved you need nothing but the time, enthusiasm and some patience! Our adult helpers listen to the children

read, help with messy or demanding activities (cooking, experiments etc), run an after school club or join us for visits outside the school grounds. If you feel you have something to offer please get in touch. I would ask, however, that time given is either regular (a weekly set time) or an agreed one-off experience. Children do get disappointed if 'their' reading partner fails to turn up.

Listed below are some of the jobs that volunteers can help us with: -

- mounting display work and putting displays up
- laminating/cutting
- hearing readers - and reading TO the children
- extra literacy for children with specific difficulties who need extra one to one attention
- walking children down to Mother and toddler groups (Tuesday am) or music group (Friday am)
- sticking photos into children's profile books
- helping with singing
- helping in class when staff out on training (just being another body)
- photocopying
- clean up round school grounds
- being extra body at after school clubs when usual helper can't make it
- help with cookery
- helping children on computers
- helping weed the school garden
- art and craft projects
- there may well be things that you can specifically offer us connected with your interests or areas of expertise

Charging Policy

Legislation allows schools to charge for certain activities, which take place both inside and outside school hours. The School's Charging Policy can be obtained from the school, but you will be charged for the following activities and materials: -

- Music tuition: individual or group tuition in playing a musical instrument, which is neither part of the syllabus for an approved public examination,

nor part of the National Curriculum. Schools may charge for instrumental tuition given to groups of no more than four pupils.

- Ingredients and materials: ingredients and materials for practical subjects where parents have indicated in advance that they wish to receive the finished articles.
- Travel: the cost of travel when a pupil makes use of transport not provided by the authority or school, to travel direct from home to an activity approved of, but not provided by, the authority or school.
- Board and lodging: board and lodgings will be charged in all cases where a school activity involves pupils in nights away from home.

Activities outside school hours

- A charge will be made for all non-residential activities which take place wholly or more than 50% outside school hours, where the child's participation has been agreed in advance by the parents. The charge will include the cost of travel, entrance, entrance fees, insurance, books, equipment and any staff (teaching or non-teaching) engaged specifically for the activity.
- Residential trips outside school hours - a residential trip is deemed to take place outside school hours if the number of "missed" school sessions is less than half of the number of half days taken up by the trip. Charges will be made as described above.
- Remission of charges - only parents who are in receipt of Income Support, Working Families Tax Credit, Disabled Person's Tax Credit or Income Based Job Seekers Allowance are eligible for remission of charges. Remission of charges only apply to board and lodgings charges, which are levied directly by the Local Authority or the school and where they relate to activities, deemed to take place wholly or partly in school hours.
- Parents who have difficulty meeting any charges should discuss the matter in confidence with the Executive Head Teacher.



Refunds

Refunds will only be offered in exceptional circumstances. e.g. if a school visit is cancelled, or if the surplus collected for an activity exceeds the cost of that activity by an amount pre-determined by the governing body e.g. £5 per pupil.

All refunds should be made via cheque payment to the parents/guardian concerned.

In addition to this, we may offer items for sale during school hours, including those linked to the Curriculum (e.g. we have recently sold 'Cybersafe' bands during Anti -Bullying Week) or for charity (e.g. biscuits for Children in Need). You will be informed in advance so you can decide if you would like/not like to send your child to school with the appropriate money.

School Uniform

We pride ourselves on our appearance and feel that our uniform is the appropriate dress for school. Below is a breakdown of the uniform.

Girls: Black, Grey or Navy blue trousers or skirts (no jeans/casual slacks)

Boys: Black or grey trousers or shorts (no jeans/casual slacks please)

All: -

Red School Sweatshirt or cardigan. Red School Fleeces are available. Suitable black shoes (no trainers, platforms or sling back shoes). White shirt/blouse (This may be a school polo shirt BUT your child must have a change of shirt for PE for hygiene reasons)

In the summer the girls can wear red and white summer dresses.

*****All uniform, coats & belongings that are brought into school should be clearly named***.**

P.E. Uniform:

Navy blue PE shorts.

Red PE T-shirt with school logo.

Navy blue track suit bottoms

Red PE tracksuit jacket

Black plimsolls for inside and Trainers for when we go on the field

ALL P.E. EQUIPMENT/CLOTHING SHOULD BE INDIVIDUALLY MARKED AND BE IN A NAMED BAG, THEY CAN BE BROUGHT TO SCHOOL ON A MONDAY AND LEFT FOR THE WEEK.

Hair

Boys & girls should have a neat and tidy hair style, tied back if appropriate, especially for PE. We do not permit the children to come into school with alternative/fashion hairstyles, including Mohican/punk hairstyles. Hair colour

should be no more than two shades away from natural hair colour (unless using colour for a charitable occasion at school).

Jewellery

The children are only permitted to wear one stud earring in each ear. On days that we do PE/Swimming, please ensure that your child can remove/replace the earrings by themselves as they are not permitted to wear them whilst doing sport. If they are not able to do this, please send your child to school without their earrings in. A watch may be worn, but no other jewellery is permitted for safety reasons.

SWIMMING

We swim at the Alderman Peel High School swimming pool; dates are published through letters etc. Children should have a swimming costume and towel.

PLEASE name all this equipment/clothing with waterproof ink or labels.

Swimming hats need to be worn and the boys **must not** wear long baggy swimming shorts. Speedo type is preferred by the instructor.

Ordering uniform

You can now order and pay for school uniform online from School Trends by following the link

[https://www.schooltrendsonline.com/uniform/BrancasterCEPrimarySchoolPE318
AB](https://www.schooltrendsonline.com/uniform/BrancasterCEPrimarySchoolPE318AB)

or alternatively visit www.schooltrendsonline.com Simply go to the website address, then select 'Find My School' and follow the order instructions. You can either pay online or if you prefer, you can order online and send a cheque to the address below.

SchoolTrends
10 Carley Drive
Westfield
Sheffield S20 8NQ

Alternatively, if you do not have access to the internet you can collect an order form from School and order by post.

There are no minimum order quantities and your uniform will be delivered directly to your chosen address. As well as our approved decorated school uniform, you are also able to order plain items such as trousers, skirts and

shirts.

Other ordering information including sizes, delivery information and the returns procedure is also available online.

Care of Belongings ~ We do expect all our children to show respect for their own property and that of others. It is important that all items of personal property are clearly named.

With the exception of dinner money or money for trips, activities or other identified reasons, CHILDREN SHOULD NOT BRING MONEY TO SCHOOL

All money must be brought into to school in a named envelope/purse, detailing what the payment is for.

Mobile phones should not generally be brought into school. If one is brought in it should be handed in to the school office.

We believe in positive role models

You can help us by setting a good example to all the children in our school.

You can do this by;

Not smoking on the premises

Using moderate language when in school

Removing all your litter from the school grounds

If you bring your dog to school PLEASE keep them on a lead at all times, clean up after necessary and allow them school buildings.

***Many thanks
your help.***



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Brancaster Performance Data for the academic year 2016 /17.

Subject	School Percentage	National Average Percentage.
Good level of development: Communication and language, physical, P.S.E., literacy and maths. Expected and Exceeding	60	71
Communication and literacy. Expected and Exceeding	80	82
Physical. Expected and Exceeding	100	87
P.S.E. Expected and Exceeding	80	85
Literacy. Expected and Exceeding	60	72
Maths. Expected and Exceeding	80	78
Average Point Score.	32.8	34.5

Year 1;

This was a very small cohort so we cannot report on the results. Otherwise individual children could be identified.

Key Stage 1:

Subject	School Percentage	National Average Percentage.
Reading Expected Standard	63	76
Reading Greater Depth	25	24
Writing Expected Standard	25	68
Writing Greater Depth	25	16
Mathematics Expected Standard	38	75
Mathematics Greater Depth	13	21
Science Expected Standard	25	83
Reading, Writing and Mathematics Expected Standard	25	64
Reading Writing and Mathematics Greater Depth	13	11

Key Stage 2:

Subject	School Percentage	National Average Percentage.
KS2 Reading, Writing and Maths. Expected Standard.	17	61
KS2 Reading, Writing and Maths. Higher Standard.	0	9
KS2 Reading, Test Expected Standard.	50	71
KS2 Reading, Test Higher Standard.	8	25
KS2 Writing Expected Standard	50	76
KS2 Writing Greater Depth	0	18
KS2 Maths, Test Expected Standard.	42	75
KS2 Maths, Test Higher Standard.	0	23
Spelling, Punctuation and Grammar Test Expected Standard	42	77
Spelling, Punctuation and Grammar Test Higher Standard	0	31
KS2 Reading Test Average Scaled Score	102	104
KS2 Maths Test Average Scaled Score	97	104

Spelling, Punctuation and Grammar Test Average Scaled Score.	99	106
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