



MOULTON C.E.V.C. PRIMARY SCHOOL

***'Working together, within a happy, caring,
Christian community, we aim to inspire,
encourage and enable children to be the best
they can be.'***

PROSPECTUS 2015-2016

Welcome to Moulton Church of England Primary School

We believe that the first few years of any child's schooling can have a great impact on their future. Here at Moulton CEVC Primary School, we are committed to developing every child's desire to learn through the provision of a curriculum which is exciting and real within a setting where they feel safe and happy. We are looking to build a lifelong love of learning in children who are resilient and positive. We endeavour to nurture empathy and respect for others, so that our pupils have the necessary skills and attitudes to become the kind of people who we are happy to hand over our future to. We expect our pupils to play an active role in their school life and in the life of the local and wider communities – we want them to have responsibilities and get involved!

We acknowledge the importance of working in partnership with parents and carers, so we regularly seek their views and ideas and we often ask them for help. We also recognise that parents and carers need to be fully informed about what is happening at school. We do this through our weekly newsletters and letters from class teachers. We also share our school improvement plan with our pupils' parents and carers, so they have a clear idea of what we are working on. In our recent parent/carer questionnaire, communication between school and home was identified as one of the strengths of the school.

Although this prospectus will give you an outline of how we work, our expectations and our day to day practice, the best way for you to find out about us is to visit us and see us in action! We are very proud of our school, so visitors are always very welcome.

N. Snowdon

Naomi Snowdon
Headteacher

About our School

Moulton School is a Church of England Voluntary Controlled Primary School located on the outskirts of the rural village of Moulton, three miles from Newmarket.

We have strong links with the local church and the village community and we work closely with our local pre-school groups, primary schools and secondary school, Newmarket Academy.

The original part of our school was built in 1959. Over the last few years, as pupil numbers have increased, the school building has been extended. We now have seven classrooms, a large hall, a library and a computer suite. Our outdoor environment includes an all-weather sports pitch, a very large playing field, climbing equipment, a hard surface play area, wildlife area and pond area. We also have a heated outdoor swimming pool.

We are very proud to be a Church of England school and we value the links that we have with St Peter's Church. Our Harvest, Christmas and Easter Services are held in the church. Our vicar, Stephen Mitchell is a governor of the school and a regular and welcome visitor to our school.

The Governing Body

The school governors are responsible as a body for determining the aims and overall conduct of the School. This includes deciding with the Headteacher how the School should develop in order to sustain and improve its provision. The Governing Body is also responsible for approving the policies, plans and procedures which support the School's development. The governors meet formally once a term, in working parties and in briefings with members of staff to monitor the school's practice. Minutes of Governors' meetings are available in school.

Admissions

Our catchment area covers Moulton, Gazeley, Dalham, Desningham, Higham, Needham Street, Kentford and Kennet End. We also welcome applications from those living outside the catchment area. Suffolk Local Education Authority is responsible for admission to Moulton Primary School. Our published admissions number (P.A.N) is 30. Full details of the LEA's admissions policy and procedures are set out in the current Suffolk County Council booklet. This booklet is available from the School Office, through Suffolk County Council on 0845 600 0981 or online at www.suffolk.gov.uk/admissionstoschools.

Children can be admitted to school in the September of the academic year in which they are 4 years old. Children are offered full-time education from this point, according to parental choice. Although most children start full time at school in September, we also recognise children are individuals with individual needs and for some, a staggered entry into full time schooling is more beneficial. We understand how important it is that your child has a happy and successful transition into school, so we aim to be flexible in our approach. Please talk to us about what is best for your child.

In the Summer Term prior to the September in which children are due to start school, they are invited to attend three half-day sessions over a period of three weeks. These visits help familiarise the children and their parents with the school environment and routines.

uniform

We encourage all children to wear the following school uniform:

Girls

Grey pinafore/skirt or black trousers with a white blouse/polo shirt, Moulton Primary School sweatshirt or cardigan. During the summer months girls have the option to wear a red and white gingham dress. Shoes should be black with sensible heels. Closed-toe sandals may be worn in warmer weather. Knee high boots are not permitted.

Boys

Grey or black trousers/shorts with a white shirt or polo shirt and a Moulton Primary School sweatshirt. Shoes should be black. Closed-toe sandals may be worn in warmer weather.

P.E. kit

Moulton Primary School t-shirt with navy shorts. Navy blue tracksuits are recommended for outdoor games (where appropriate). Footwear is either plimsolls or trainers. All P.E kit must be clearly named. Earrings must be removed or taped over and long hair must be tied back.

P.E. kit should be in school every day.

School uniform items can be purchased on-line or through the School Office. To view, order and pay online visit www.stparent.co.uk enter 'Moulton' in the school name box, find the school, and follow the straightforward on screen instructions. Alternatively, please complete an order form and return to the School Office. Orders will be delivered into school packaged individually for your child.

Jewellery and valuables

We discourage children from wearing jewellery at school. Studs and sleeper earrings may be worn but must be removed for P.E. and swimming. We suggest that children do not wear any earrings on days when they do PE or swimming. Newly-pierced earrings must be taped over on PE days. Tape can be applied at home or provided from home to be applied at school. Children are responsible for their belongings.

Class organisation

Our school is currently organised into seven classes:

- **Reception:** Children aged 4 – 5 years old
- **Year 1:** Children aged 5- -6 years old
- **Year 2:** Children aged 6 - 7 years old
- **Year 3:** Children aged 7 - 8 years old
- **Year 4:** Children aged 8 - 9 years old
- **Year 5:** Children aged 9 - 10 years old
- **Year 6:** Children aged 10-11 years old

The School Day

8.45am	School doors open, children go to classrooms and learning begins
8.55am	School doors are closed
9.00 am	Registration
10.35 am	Break
11.55 am	Reception Class lunchtime begins
12.00 pm	Key Stage 1 lunchtime begins
12.15 pm	Key Stage 2 lunchtime begins
1.15 pm	End of lunchtime
3.00 pm	Reception Class are dismissed from classroom
3.05pm	Year 1 are dismissed from School (ramp exit)
3.10pm	Year 2 are dismissed from School (ramp exit)
3.15 pm	Year 3, 4, (ramp exit) 5 and 6 children (back exit) are dismissed

Collective Worship and Assemblies

Our daily act of worship is very important to our School community. We meet as a whole school, a key stage or a class to share our thoughts, stories, prayers and songs. Reverend Stephen Mitchell regularly leads our worship. We use Christian Values as themes for worship. Parents and carers may, if they wish, withdraw their children from worship. Such requests need to be made, in writing, to the Headteacher.

Curriculum

Primary schools are expected to teach a new National Curriculum from September 2014. Here at Moulton CEVC Primary School, we have planned our curriculum to ensure that it not only meets the new requirements, but that it is also personalised to meet the needs of our pupils and the context of our school.

Our core learning expectations are that children:

- Love learning!
- Play an active role in their learning
- Feel safe to make mistakes
- Feel valued and have their achievements celebrated
- Take responsibility for their learning
- Make connections in their learning
- Are prepared for life in Modern Britain
- Leave us confident and ready to transfer to secondary school

Early years foundation stage

When children start their school life at Moulton Primary School, they join our Reception Class. Children in our Reception Class follow the Early Years Foundation Stage Framework which comprises 7 areas: Communication and language, Physical development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world and Expressive arts and design. Children in the Reception Class are supported to become active learners in a curriculum which is designed to be challenging and enjoyable. We aim to develop the whole child and to ensure that every child feels happy and safe. We recognise that when a child feels happy and safe, they are ready to learn. We use the children's natural curiosity as an inspiration for learning and we provide a range of stimulating environments and contexts. We plan for guided play, structured activities, adult led activities and child initiated exploration. Children are encouraged to think and to talk about the world around them; we provide a language–

rich environment where books, storytelling and reading are vital to our children's well-being. Children are individuals who develop and gain knowledge, concepts and skills at varying rates. We work closely with parents and carers to ensure that a child's first experience of school is a positive one.

Key stage 1 and Key stage 2

The curriculum for children in Year 1 to Year 6 covers the following subjects: English (incorporating writing, reading and communication), Mathematics, Science, Art and design, Computing, Design and technology, Geography, History, Languages (optional in Key Stage 1), Music, Personal, social and health education (PSHE), Physical education (PE), and Religious education (RE). All children will be taught English and mathematics every day. We aim to provide learning opportunities where knowledge and skills in one subject are taught and applied alongside or within another subject. This is called cross-curricular learning. Each year group has a different learning theme or 'topic' every half term. The theme provides a context for meaningful cross-curricular learning and may incorporate a number of subjects. We ensure that every subject is taught during the year; not all subjects are taught in every half term. Every theme begins with a 'Sparking Start' (an exciting launch into learning) and ends with a 'Fabulous Finish' (something to work towards as an end point for the learning).

We have identified three key strengths we want to develop in our pupils:

- Enterprise: - working as a team for the benefit of others
- Possibilities: - experiencing things they wouldn't normally experience
- Enquiry: - being interested and asking questions

We have planned opportunities for developing these strengths in each of our half termly themes. Our half termly curriculum overviews are shared with parents and can be found on our website.

ENGLISH

Communication – speaking and listening

We aim for children to become confident communicators and responsive listeners. We provide opportunities for them to:

- work in a range of situations with different audiences and activities;
- develop the ability to ask questions, explain, present ideas, give and understand instructions;
- plan and discuss;
- tell stories;
- join in exploratory and collaborative play.

Older children will be involved in:

- preparing presentations;
- reflecting on the effectiveness of their speaking;
- developing a wider vocabulary.

As children become more confident, we:

- provide opportunities to develop an awareness of the views of others;
- help them support their point of view with evidence;
- support them to listen carefully to what other speakers have to say;
- encourage them to reason, predict, recall and express their feelings eloquently.

Reading and phonics

We encourage children to learn to read for enjoyment and for information.

Reading is taught through synthetic phonics, whole word recognition and reading for meaning; it is taught systematically in response to ongoing assessment and individual need. A phonological approach to reading is implemented throughout the school. A variety of books to read for pleasure and information are provided in classrooms and in our School Library. There are reading activities in every class, every day.

Our book bands

Pink
Red
Yellow
Blue
Green
range
Turquoise
Purple
Gold
White
Lime
Copper
Topaz
Ruby
Emerald
Diamond

We teach reading through a 'banded' reading system which is made up of a number of different reading schemes e.g. Oxford Reading Tree and Big Cat Phonics. Different levels of books are banded in a particular colour. Children begin by reading books in the pink band and progress through the book bands, building on their reading experience until they have acquired the essential skills to be a secure reader. Books in the early colour bands have few words and are often phonically decodable.

At first children learn:

- that print conveys meaning, through a variety of structured reading schemes;
- the phonetic aspects of English;
- to read a wide variety of materials;
- to love reading through the enjoyment of sharing.

As the children progress through the colour bands, the texts become more challenging and the children become more confident and fluent in their reading. We ensure that children experience a variety of fiction and non-fiction texts. We encourage children to reflect on their reading and express their reading preferences. Children experience a variety of books and characters, including fiction and non-fiction as they develop their reading preferences.

As children develop as readers they will:

- become capable of reading for meaning and making informed guesses based on visual, contextual and phonic clues;
- learn how to make inferences and deductions and develop an understanding of the structure of texts;
- be taught to reflect upon what they read, justifying their reactions by reference to the text;
- respond to books in terms of ideas, as well as such things as character and plot;
- develop the skills needed to retrieve information from texts by identifying key points;
- develop an awareness about the differences between fact and fiction.

Teachers will make decisions about when children move to the next book band level as a result of their ongoing assessments.

Every class has daily Sustained, Quiet Uninterrupted Reading Time (SQUIRT). We promote the importance of reading through our Star Reader initiative. Any child can become a Star Reader by reading at least six times a week at home. We encourage

children and parents to record and respond to their reading through the child's Reading Record Book.

Writing

We want children to develop their writing skills so that they can:

- remember
- communicate and share
- organise and plan
- develop ideas and information
- enjoy the process of writing for a purpose.

Through a range of experiences children become aware that writing has a number of purposes and this is reflected in the style used. As children develop their writing skills they will be taught to

- plan
- draft
- revise
- proof read
- review the art of presentation.

We teach writing through the Talk for Writing strategy. Talk for Writing is based on the principles of how children learn. It is powerful because it enables children to imitate the language they need for a particular topic or genre orally before reading and analysing it and then writing their own version. This approach ensures that children become confident and independent writers who develop ideas and a strong and growing vocabulary.

We encourage children to collect exciting vocabulary in School and at home and record it in their Magpie Books.

Spelling is taught through a range of strategies, building on phonic knowledge.

Handwriting is taught as an integral part of English activities.

MATHEMATICS

Mathematics is a skill that is necessary for adult life and therefore forms an essential part of every school's curriculum. Mathematics also underpins and supports other subjects such as science and technology. Mathematics also has an inherent interest and appeal for many people who gain great satisfaction from solving puzzles and problems!

We aim to develop:

- a positive attitude towards mathematics
- a deep understanding of mathematical concepts
- an appreciation of the creative aspects of mathematics and an awareness of its aesthetic appeal
- an ability to think clearly and logically
- the ability and confidence to use mathematics beyond the classroom, in practical everyday situations
- perseverance when investigating a problem
- an appreciation of mathematical pattern and relationship
- an ability to use number and computation skills with speed and accuracy

We want all children to be able to:

- understand basic concepts and the relationships between concepts
- access a variety of representations, both external and internal
- communicate mathematics confidently in oral and written forms
- remember basic number facts, mathematical vocabulary and notation
- conjecture, and convince others of their ideas
- gather, present and interpret data effectively

- use calculators and computers confidently
- use the mathematics they have learned in a range of contexts
- develop perseverance and commitment through mathematics
- take pride in their presentation and their achievements
- identify and celebrate the achievements of others

Mathematics curriculum content and progression

At Moulton CEVC Primary School, the National Curriculum is used as a basis for all our maths planning and assessment. We ensure there is progression and continuity from one year to the next; with children building upon previous years' learning.

Mathematics in the early years

Mathematical development at this stage depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding is developed through stories, songs, games and imaginative play, to enable children to enjoy using and experimenting with numbers.

Mathematics in Key Stage 1 (Year 1 and Year 2)

Maths learning in Key Stage 1 is planned in line with the National Curriculum supplemented by the Suffolk Empty Number Line materials and continues the development begun in the EYFS.

Mathematics in Key Stage 2 (Year 3, 4, 5 and 6)

In Key Stage 2 the fourth area of Handling Data is added to the NC Attainment Targets, and work continues in the three areas begun in KS1. Children receive approximately 60 minutes of maths every day in a designated lesson. Cross-curricular links are made whenever possible.

We encouraged all our pupils to climb our Times Table Mountain. As children learn their times tables, they achieve a colour level on the mountain. All our children are striving for Gold!

We aim to create an atmosphere that will encourage children to enjoy mathematics, and develop a lifelong interest in the subject.

SCIENCE

Science is taught through topics building on previous learning, ensuring continuity and progression within the curriculum. Emphasis is placed on first-hand experiences, identifying, questioning and investigating. Children are encouraged to develop their thinking skills throughout their learning.

Children will be taught to

- use appropriate apparatus and techniques
- relate scientific knowledge to every day life
- communicate their findings
- be aware of the hazards and risks of working with living things and materials.

COMPUTING

Computing skills are taught throughout the School. Children have the opportunity to experience a wide range of software and programmes and apply their knowledge and skills across other curriculum areas. All classes have access to the School's Computer Suite and laptops.

HISTORY

Our History curriculum teaches an awareness of the past and the ways in which it is different from the present. The children learn about everyday life in the past, the lives of

famous men and women and some major historical events. Children in Key Stage 2 (Years 3, 4, 5 and 6) are taught significant events in Britain's past, aspects of local history and about Ancient Civilisations

GEOGRAPHY

Geography learning is planned to help children develop an understanding of the world around them. We use our local environment and a range of educational visits to support the development of children's geographical skills.

MUSIC

Music plays a very important part in the life of our school. From the beginning of their school life, children learn to enjoy music and to take part in individual, group and whole school performances with confidence. They learn to sing, to create, respond and appraise music. We provide many opportunities in school and in the wider school community for children to celebrate their musical achievements and to perform to others. Peripatetic instrumental teachers provide tuition for children in Key Stage 2.

ART and DESIGN

Children's understanding and enjoyment of art, craft and design is developed through a wide range of activities and materials such as paint, print, clay and textiles. They are also encouraged to develop an understanding of and respond to the work of artists, crafts people and designers.

DESIGN TECHNOLOGY involves a great deal of practical work. Children have the opportunity to use a wide variety of materials and appropriate tools. They are encouraged to design, plan and choose suitable material and to evaluate their models. This involves many skills learned in other curriculum areas.

PHYSICAL EDUCATION (PE)

We support the physical and emotional well-being of our children through the provision of a PE curriculum which includes games, gymnastics, dance, swimming and athletics. We also provide a number of extra-curricular sports clubs. Children have the opportunity to participate in a number of intra-school and inter-school sporting competitions. We have a large sports field, an all-weather sports pitch and an outdoor heated swimming pool.

PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)

Our PSHE curriculum teaches children to

- value their achievements
- develop a healthy and safer lifestyle
- develop positive relationships with others
- respect differences between people, either in a multi cultural or personal sense

Our children learn to

- develop their self confidence
- develop social and morally responsible behaviour both in the classroom and beyond
- become involved in the community
- play an active role as members of a democratic society
- interact with the world of work

SEX and RELATIONSHIPS EDUCATION (SRE)

Sex and relationship education is taught as part of science and PSHE. We work closely with the School Nursing Team to deliver an age-appropriate SRE curriculum, focusing on relationships, respect for others, bodily changes and making positive choices.

RELIGIOUS EDUCATION (RE)

RE is taught with reference to the Suffolk County Council agreed syllabus. Our close links with the local Church, enable the RE curriculum to be relevant and real for our children. RE learning and daily Collective Worship are linked by a different Christian value every half-term. Worship is an important part of our school day; it fosters a sense of community and provides the opportunity for quiet reflection. We share stories, poems, prayers and songs; we also have visitors who lead our worship. We hold regular services in our village church including Harvest Thanksgivings, Christingles and Easter Celebrations. Parents who wish to withdraw their children from Religious Education should contact the Headteacher

LANGUAGES

Our Languages curriculum currently focuses on the teaching of French. We aim to broaden the children's oracy and literacy so that by the time they leave at the end of Year 6, children can confidently give presentations in French and write short texts without a model. We seek ways to embed French culture and language throughout the curriculum.

Assessment

Ongoing assessment is used to inform our teaching and to ensure that there is appropriate provision for the development of children's learning.

Assessment in the Early Years Foundation Stage

The teacher and teaching assistants observe and make on-going professional judgements about a child's achievements; next steps in learning are planned in response to these observations. Parents and carers are encouraged to share observations about their child's achievements out of school.

At the end of the EYFS – in the Summer Term of the Reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the Reception Teacher and is based on what they, and other staff caring for the children, have observed over a period of time. An important part of the EYFS Profile is a parent's knowledge about their child's learning and development, so we encourage parents to let their child's class teacher know about what their child can do: such as how confident they are in writing their name, reading and talking about a favourite book, speaking to people the child is not so familiar with or their understanding of numbers.

Information collected is used to judge how a child is doing in the 7 areas of learning and development. Parents receive an end of year report of their child's progress, including information from his or her EYFS Profile.

Assessment in Key Stage 1

A Year 1 phonics screening check takes place in June. Children have an individual assessment during which they read 40 words out loud to a teacher. The results of this assessment are reported to parents.

In the Summer Term of Year 2, children are formally assessed by their class teacher in reading, writing, maths and science. These assessments are part of an ongoing assessment procedure. Results of these assessments are reported to parents.

Assessment in Key Stage 2

A final assessment at primary level is in Year 6 at the end of Key Stage 2. These assessments are held in May and are called Key Stage 2 SATs. Key Stage 2 SATs tests cover English reading, grammar, punctuation and spelling. Maths tests include mental arithmetic. Writing and Science are teacher assessed. The results of the tests and the teacher assessments are reported to parents at the end of the Summer Term.

Parent Consultations are held every term to discuss children's progress and attainment.

An Annual Report is written and shared at the end of the School Year.

Home-learning

All children are expected to develop their class-based learning through home-learning activities. We recognise the importance of developing children's reading skills, so regular, shared reading activities at home are crucial. The content of tasks and the amount of time to be spent on them will vary according to the age of the child. We expect children to become more independent in their home-learning tasks as they move up the school, but all children benefit from some adult support and encouragement!

School visits

Throughout the year we aim to support the children's class-based learning through the provision of visits. In recent years we have been to Stansted Mountfitchet Castle, West Stow Anglo Saxon Village, High Lodge in Thetford Forest, Colchester Castle and Lackford Lakes. In addition, our Year 5 children go on a two-day residential trip in the Summer Term and our Year 6 children participate in an extended school visit.

Parents and carers are asked to sign a consent form giving their permission before children are taken on visits and may be asked to make a voluntary contribution towards costs involved. No child will be excluded from a visit that takes place during school hours if, due to financial circumstances, they are unable to make a voluntary contribution.

Before and After School Provision

We run a daily Breakfast Club which is open to all children from Reception class to Year 6. Children arrive at 8am and have a breakfast of cereal and toast with a drink of water or milk followed by activities such as craft and games. At 8.50am the children are escorted to their classes for the start of the school day. The current cost is £3 per session with a 10% discount for siblings.

Our After School Club "The Moultoneers" runs Monday to Thursday from 3pm to 5.15pm and is open to all children from Reception class to Year 6. The children join the club from their classrooms at the end of the school day. We provide a snack and a drink. The snack typically consists of toast, fruit and a drink of water or milk. A range of activities are offered such as craft and games. The current cost is £5.50 per session with a 10% discount for siblings.

Extra-curricular Activities

During the year we offer a wide range of lunchtime and after-school activities. These include: dance, multiskills, football, netball, running, drama, sewing, crafts, crochet, gymnastics, ukulele, Japanese film club and Lego club. Most clubs are free of charge.

Meeting individual needs

We aim for all children to fulfill their potential in school and we want to support, challenge and encourage them to achieve all they can. Most children will need individual or small group support at some point during their time at school. We have an experienced team of teaching assistants who provide in-class

support.

Some children have specific needs for which a targeted individual or group intervention programme may be more appropriate. These programmes of support are organised on a short or a long term basis as necessary and are discussed with parents at regular intervals.

We recognise that able children and children who have specific talents or skills have a special need too. We offer these children opportunities to further develop and share their abilities and talents.

Behaviour and expectations

Our School Behaviour Policy emphasises the expectation of good behaviour and the importance of looking after each other and the school's environment and resources. We believe that everyone has the right to be safe, has the right to be happy and has the right to learn.

Our expectations are regularly reinforced through whole school assemblies and individual class discussions and agreements. Each class has a reward system to acknowledge positive behaviour. Children are encouraged to share how they are feeling or if they are worried.

Inappropriate behaviour is dealt with through a consistent procedure of discussion and consequences. Children are expected to acknowledge their behaviour and take responsibility for it; they are expected to make things better.

Most incidents are resolved quickly and effectively through discussion between the child and their class teacher; more serious behaviours or persistent incidences of inappropriate behaviours are taken directly to the Headteacher. Parents and carers are informed of these more serious incidences.

School Council

We want our children to play an active role in their school's development and we encourage them to get involved in day to day aspects of school life . We have established a School Council which encourages pupils to raise, consider and discuss school issues and contribute to the development of the school.

Partnership with Parents and Carers

Parents and carers have a right to expect the best education for their children. We believe in the importance of providing a positive, safe and calm learning environment. We ask for your co-operation in achieving our aims, especially by encouraging and promoting a positive attitude to school and supporting your child with their learning. A prompt start to the school day is essential. We expect your child to arrive at school on time and ready for the school day.

We aim to ensure, through our 'open door' policy that parents are informed and consulted regularly. If you have any concern about your child's progress, health, happiness or welfare please do not hesitate to contact us. In turn, if we have a specific concern about your child, we will talk to you about it as soon as possible.

During the Academic Year you will have regular opportunities to formally discuss your child's progress with the class teacher/s. All children receive a full, written Annual Report in the Summer Term.

We encourage parents and carers to play an active part in their children's school life, so

if you have any skills or expertise which you think we can benefit from, please let us know. We have a very successful parent/carer fundraising group called "Friends of Moulton". We greatly appreciate the work that this group does; if you are able to get involved in any way we would love to hear from you.

Our school website (<http://www.moulton.suffolk.sch.uk>) and weekly newsletters enable parents to be fully informed about school news and events.

Working with other school settings

We recognise the importance of working in partnership with our local pre-schools, primary schools and our local secondary school – Newmarket Academy to ensure a smooth transition process between the educational phases. Pupils in Year 5 and Year 6 participate in a programme of activities within a secondary school setting. Staff from the Academy visit us to talk to the children and parents and carers of our Year 6 pupils.

The Newmarket Primary Schools and those from surrounding villages work closely together sharing expertise and resources in order to achieve the best possible outcomes for children within our community.

In Spring and Summer 2014 we worked with Laureate, Houldsworth Valley, Paddocks, All Saints, and Exning Primary Schools to undertake training on curriculum development in preparation for the implementation of the new 2014 National Curriculum.

Although the vast majority of pupils leave our school to continue their learning journey at Newmarket Academy, a number choose other local secondary schools including Mildenhall College Academy (www.mildenhall.atrust.org.uk), Soham Village College (www.sohamvc.org), Bottisham Village College (www.bottishamvc.org) Bury St Edmunds King Edward VI School (www.king-ed.suffolk.sch.uk) and Bury St Edmunds County Upper School (www.countyupper.suffolk.sch.uk).

Pupil Absence

Any absence during term-time is discouraged as it is disruptive to children's learning. If there are exceptional circumstances when taking a child out of school is unavoidable, a Special Leave of Absence form must be completed. Forms are available from the School Office.

School Dinners and Packed Lunches

In line with the Governments' Universal free School Meals offer, we provide hot school lunches, free of charge for all children in Reception, Year 1 and Year 2. We also offer a pre-paid for cooked lunch to children in Key Stage 2. All our meals are freshly prepared, cooked and served from our own kitchen. Menus for the week are published in the weekly Newsletter. A vegetarian option, jacket potatoes and baguettes with various fillings are offered daily.

Free school meals are available to families on low incomes (details available from the School Office).

Children may bring a packed lunch to school. Please provide items that your child can open independently and avoid foods that are hard to manage. We encourage healthy eating, so sweets, including chocolate, may not be sent in as part of a packed lunch. We ask that you provide still drinks only – no fizzy drinks or drinks in glass containers.

Some of our children have nut allergies so we ask that no nuts or products containing nuts (e.g. peanut butter, nut bars) are included.

We encourage children to bring in a healthy snack to eat during their mid-morning break time. Reception and Key Stage 1 children (Years 1 and 2) receive a free fruit snack as part of the government's Free Fruit Scheme. Children are encouraged to bring a named water bottle containing fresh water to school every day.

Medicines & Health

Moulton CEVC Primary School is sensitive to exceptional and individual circumstances and would wish to be as supportive as possible within the strict legal guidelines relating to medicine administration. In consultation with Suffolk County Council, DCSF and Department for Health guidelines our School policy is as follows: -

Administering medicines in school: *Statutory guidance confirms that it is the responsibility of parents to administer medicines.* Very few courses of medication need to be taken during school hours. Doctors will normally prescribe medication that can be administered out of school hours. Routine administration of medicines is therefore not the responsibility of the school or teachers.

There are medications such as inhalers or emergency treatments for allergies for which special arrangements can be made in consultation with the Headteacher.

Cough sweets, throat lozenges etc: We request that children do not bring these items to school. In the case of a serious cough, children should be kept at home.

Stomach upsets: After a stomach or bowel disorder children should remain at home for 48 hours post symptoms.

If you have a query or need further clarification related to a specific medical need, please contact the Headteacher.

Keeping safe

The Governing Body is legally responsible for ensuring that appropriate procedures are in place to keep the children in our care safe. If you have any concerns about suspected child abuse, please discuss these with the Headteacher who is responsible for setting the correct procedures in motion if required.

The safeguarding of the children in our care is of paramount importance. We expect all visitors to the School to go to the School Office where they are signed in and identified by the wearing of a badge. We expect parents and carers to provide us with current contact numbers and details of who will be collecting their children at the end of the day. If there are any changes from the expected routine of collection, parents and carers must inform the School Office as early in the day as possible.

Photography of children

There may be times when children are photographed as part of normal school activities and also by the local press. On admittance to Moulton CEVC Primary School parents will be asked to complete a form asking for permission for their child to be photographed whilst in school. Parents may photograph and video school events, with the clear understanding that these images are for personal use only and must not be published on any social networking site without prior permission from the Headteacher.

Parking

Our car park across School Road will normally be locked by 4.00 pm daily.

Our 'drive-in/out' facility is available at both the beginning and at the end of the school day. Parents, carers and visitors are welcome to use both facilities; we do however expect everyone to use them safely and to be mindful of others.

Complaints Procedure

Suffolk Local Education Authority (Local Education Authority) has established procedures so that concerns of parents about the school curriculum or related matters may be considered and wherever possible resolved locally. In the first instance, particular problems should be referred to the Headteacher who will try to achieve a satisfactory outcome informally. If the matter cannot be resolved in this way, it may be referred to a panel of the school governors and then, as a last resort, to an LEA panel for formal consideration.

Equality

In April 2011 the Public Sector Equality Duty came into force in England, Scotland and Wales. In order that we meet the requirements of the Equality Act we:

- Encourage good relations
- Ensure everyone has equality of opportunity to make the most of their potential, skills and talents
- Eliminate unlawful discrimination, harassment and victimisation

Contact Details

Moulton CEVCP School
School Road
Moulton
Newmarket
Suffolk
CB8 8PR

Telephone: 01638 750236
Fax: 01638 750267
Email: admin@moulton.suffolk.sch.uk
Our website: <http://moulton.suffolk.sch.uk>

*Moulton CEVC Primary School Staff
2015-2016*

Headteacher

Mrs Naomi Snowdon

Deputy Headteacher

Mrs Deborah Shipp

SENCo

Mrs Karen Walmsley

Reception/Early Years Teachers

Mrs Becky Bedford

Mrs Deborah Shipp

Year 1 Teachers

Mrs Sarah Fiddes

Mrs Emma Chittock (trainee teacher)

Year 2 Teacher

Miss Joanne Rutter

Year 3 Teachers

Mrs Karen Walmsley

Mrs Beckie Offley

Year 4 Teachers

Mrs Sonia Gaffney

Year 5 Teacher

Mrs Samantha Rogers

Year 6 Teachers

Mrs Nuala Gilmore

Mrs Beckie Offley

P.E. Teacher

Mr Paul Jones

Teaching Assistants

Mrs Sarah Allen

Mrs Carly Culmstock

Mrs Rachel Harrap

Mrs Sarah Harris

Mrs Sue Healey

Miss Sarah Marsh

Mrs Tonianne Marsh

Mrs Moz Parsons

Mrs Donna Wilby

School Business Manager

Mrs Susan Dutton

Administrative Officer

Mrs Marilyn Kelly

Administrative Assistant

Mrs Louise Stokes

School Cook

Mrs Angie Beeton

Kitchen Assistants

Miss Kerry Hutchison

Mrs Wendy Moss

Miss Sarah Jonas

Midday Supervisors

Mrs Jackie Blair (Senior Midday Supervisor)

Mrs Nicky Howard

Mrs Sharon McKeown

Mr Dave Murfitt

Mrs Lynn Ranns

Mrs Stacey Rice

Mrs Zoe Robbins

Caretaker

Mr Nick Perry