



**MOULTON C.E.V.C.
PRIMARY SCHOOL**

**PROSPECTUS
2013-2014**

Welcome to Moulton Church of England Primary School

As adults, we know that the first few years of any child's schooling can have a great impact on their future. Here at Moulton, 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 College.

The original part of the 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 an ICT 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 'Schools in Suffolk – your guide to Primary, Infant, Junior and Middle School admissions for 2013-2014'. 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 understand that children are individuals with individual needs. For some children, a staggered entry into full time schooling is more beneficial. Because we recognise how important it is that your child has a happy and successful transition into school, 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.

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. 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.

The 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

- 8.45 am Children arrive on playground with parents and carers
- 8.50 am Teachers are on playground to supervise children
- 8.55 am Bell is rung and teachers lead children into School
- 9.00 am Registration
- 10.40 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 Bell is rung and teachers collect children from playground for Registration
- 3.00 pm Reception, Year 1 and Year 2 children are taken to playground to meet parents and carers
- 3.15 pm Year 3 and 4 children are taken to playground to meet parents and carers
Year 5 and Year 6 children 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.

Curriculum

Our curriculum is organised to meet national requirements for children aged under 5 years (Early Years Foundation Stage), those aged 5 -7 years (Key Stage 1) and 7 -11 years (Key Stage 2). We look for opportunities for the children to learn and apply skills across all aspects of the curriculum and in their life outside school. We look for real examples, first hand experiences wherever possible. We work towards developing our children as confident, independent learners who ask questions and seek challenge.

The school is committed to nurturing every child's intellectual, physical, social and emotional development. We provide a balanced curriculum which seeks to inspire, engage and develop children's learning. Children are encouraged to take an active role in their learning.

We enhance the children's learning through the use of our school grounds, the local area and through a range of external visits. Opportunities to engage with the wider world are also created by inviting guests and experts to share their talents, skills and enthusiasms across a range of areas such as sport, dance, music, art and religion.

Children are encouraged to celebrate and share their achievements with others; we expect them to engage actively in their learning.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in a child's life between birth and age 5. The EYFS is a very important stage as it helps children get ready for school and prepares them for their future learning.

When children start their school life at Moulton Primary School, they join our Reception Class. Children in the Reception Class follow the Early Years Foundation Stage Framework. The EYFS Framework comprises 7 areas of learning and development - 3 prime areas and 4 specific areas. Children mostly develop the 3 prime areas first. These are: Communication and Language, Physical Development and Personal, Social and Emotional Development. The development of the prime areas, help children to develop skills in the 4 specific areas of: 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 Curriculum

From the term after their fifth birthday (statutory school age), all pupils follow the National Curriculum for English, Mathematics, Science, Information and Communication Technology (ICT), Art, Design Technology, Music, Geography, History and Physical Education. Religious Education is provided in line with the Suffolk County agreed RE syllabus. The non-statutory programmes of study are followed for Personal, Social and Health Education (PSHE) and Modern Foreign Languages (MFL).

We are developing a cross-curricular approach to enable children to develop subject-specific skills and to recognise that they can apply these skills across subject areas. Careful planning ensures a balanced and stimulating programme embracing all levels of ability.

LITERACY

Speaking and Listening

We aim for children to become confident speakers and responsive listeners. We provide opportunities for children 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. The National Literacy strategy emphasises a phonological approach to reading and this 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.

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 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.

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.

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

Handwriting is taught as an integral part of Literacy activities.

MATHEMATICS

Mathematics is a powerful means of communicating information in an unambiguous way. 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, technology and data handling in many other subjects. Mathematics also has an inherent interest and appeal for many people who gain great satisfaction from solving puzzles and problems.

At Moulton Primary School 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

In terms of mathematical skills 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 Primary School, the National Curriculum and the Primary Framework is used as a basis for all our maths planning and assessment. The Framework ensures progression by making it clear what is to be taught each year, it supports less able and extends more able mathematicians.

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

Work in Key Stage 1 is planned in line with the Primary Mathematics Framework, supplemented by the Suffolk Empty Number Line materials and continues the development begun in the EYFS. The National Curriculum Attainment Targets at KS1 fall into three areas: Using and Applying Mathematics, Number and Algebra, and Shape, Space and Measures. KS1 children learn maths in designated lessons and in activities related to other subjects via cross-curricular links.

Mathematics in Key Stage 2

In KS2 the fourth area of Handling Data is added to the NC Attainment Targets, and work continues in the three areas begun in KS1. Work in KS2 is planned using the Primary Mathematics Framework. Children receive approximately 60 minutes of maths every day in a designated lesson. Cross-curricular links are made whenever possible.

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 following schemes of work which build on previous learning, ensuring continuity and progression within the curriculum. The National Curriculum provides a framework to develop experimental and investigative science through the topic areas of:

- life processes and living things
- materials
- physical processes

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.

INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

ICT is an integral part of children's learning; specific skills are taught discretely and applied across a range of subjects. The ICT curriculum includes

- handling data,
- developing logical thought as control systems
- using word processors to organise and present ideas.

HISTORY

Our History curriculum provides children with the opportunity to study life in the British Isles and the ways in which British society has been shaped by different peoples over time. The curriculum includes looking at life in:

- Victorian Britain
- Ancient Egypt
- Romans and Celts
- Our local history.

GEOGRAPHY

In Geography, projects are planned to help children develop an understanding of the world around them. They have the opportunity to learn a wide range of geographical skills and, through fieldwork, are able to pursue a geographical enquiry. We foster children's natural curiosity about their own country and the world so they gain knowledge that is appropriate to their age. We use our local environment and a range of educational visits to enhance the development of historical and geographical skills.

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, clay and textiles. They are also being encouraged to develop an understanding of and respond to the work of artists, crafts people and designers.

DESIGN and 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.

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 and to create and respond to instrumental 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.

PHYSICAL EDUCATION (PE)

The PE curriculum includes games, gymnastics, dance, swimming and athletics. We provide a number of extra-curricular sports clubs and children participate in inter-school sporting competitions. We have a large sports field and an all-weather sports pitch. We support the physical and emotional well-being of our children through the provision of a number of activities including Wake and Shake sessions at the start of the day.

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 or the act of worship should contact the Headteacher in order that alternative arrangements can be made.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION (PSHCE)

The PSHCE curriculum teaches children to

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

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

MODERN FOREIGN LANGUAGES

Our Modern Foreign Languages curriculum 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. We promote the intercultural strand of the French curriculum through specific French days and working in partnership with our Newmarket twin town, Maison Lafitte.

Assessment

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

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 your child, 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.

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.

Key Stage 2

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

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.

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, recorder, guitar 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.

Pupil Absence

Taking holidays during term-time is discouraged as it is disruptive to your child'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

We provide hot school lunches, 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 fruit 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 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 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 may 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 (LEA) 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 2013-2014

Headteacher

Mrs Naomi Snowdon

Reception/Early Years Teacher

Mrs Wendy Fincham

Year 1 Teachers

Mrs Beckie Offley
Mrs Sarah Fiddes

Year 2 Teachers

Mrs Becky Bedford

Year 3 Teachers

Mrs Karen Walmsley
Mrs Gail Dickens

Year 4 Teachers

Miss Joanne Rutter

Year 5 Teacher

Mrs Deborah Shipp
Deputy Headteacher

Year 6 Teacher

Mr Richard Ballard

P.E. Teacher

Mr Paul Jones

Finance Officer

Mrs Susan Dutton

Administrative Officer

Mrs Marilyn Kelly

Administrative Assistant

Mrs Louise Stokes

Teaching Assistants

Mrs Sarah Allen

Mrs Carly Culmstock

Mrs Rachel Harrap

Mrs Sarah Harris

Mrs Sue Healey

Miss Sarah Marsh

Mrs Tonianne Marsh

Mrs Kerry Marvell

Mrs Moz Parsons

Mrs Donna Wilby

School Cook

Mrs Angie Beeton

Kitchen Assistant

Mrs Belinda Atkinson

Relief Kitchen Assistants

Mrs Louise Stokes

Senior Midday Supervisor

Mrs Jackie Blair

Midday Supervisors

Mrs Jo Covill

Mr Dave Murfitt

Mrs Lynn Ranns

Mrs Zoe Robbins

Mrs Louise Stokes

Mrs Vicky Thompson

Caretaker

Mr Nick Perry