



MOULTON C.E.V.C. PRIMARY SCHOOL

'A Christian Community Inspiring Life-Long Learning'

Welcome

Thank you for considering Moulton CEVC Primary School for your child's education.

Inspiring a life-long love of learning is at the heart of our school's ethos. Our pupils are confident, positive and resilient, and they thrive in a safe, supportive and engaging learning environment, where each individual is nurtured to achieve their very best – academically, socially and spiritually.

Our school is an inclusive Christian community in which parents are actively encouraged to work with our dedicated staff and governors to secure the very best outcomes for each child. We value the input and support of parents and carers; our open and effective communication channels provide regular opportunities for you to meet with staff to discuss your child's progress; contribute to parent forums and other aspects of school life.

We are proud of our school, and we invite you to come and experience and appreciate the opportunities offered to our pupils.

D Shipp

Deborah Shipp

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; we also work closely with our local pre-schools, primary schools and secondary schools.

Built in 1959, the school has been extended to accommodate an increase in pupil numbers. Our pupils are taught in single year groups in bright and spacious classrooms. Our outdoor environment includes the Early Years area; two hard courts; a large playing field; a wildlife and pond area and an outdoor heated pool, which is utilised in the summer months.

The Governing Body

Our governors have chosen to become part of our school, as they have an interest in, and commitment to, school improvement. The governors' role is to work strategically with the school to ensure that it has the resources and the support to achieve and maintain high standards. Policies, plans and procedures are approved and developed in consultation with the governing body to support school improvement.

Governors meet formally once a term, and the public minutes for these meetings are available on request from the school office.

Admissions

Our catchment area covers Moulton, Gazeley, Dalham, Desningham, Higham, Needham Street, Kentford and Kennett End. We welcome applications from families living outside the catchment area. Suffolk County Council is responsible for admission to Moulton CEVC Primary School. Our published admissions number (P.A.N.) is 30. Full details of the LA's admission policy and procedures are set out on the Suffolk County Council website.

<https://www.suffolk.gov.uk/assets/Children-families-and-learning/schools/Admissions/Admissions-to-Schools-in-Suffolk-2020-21.pdf>

Children can be admitted to school in the September following their fourth birthday. Children are offered full-time education from this point, according to parental choice. Although most children start full-time at school in September, we recognise that children have individual needs, and for some, a staggered entry into full-time schooling is needed. We understand how important it is that your child has a happy and successful transition into school, so we aim to be as flexible in our approach as possible. Please talk to us about what is best for your child.

Before the children start school in September, two half-day sessions are offered to familiarise children and their parents or carers with the school environment. Current transition arrangements may be altered depending on national and local restrictions due to Covid.

Uniform

We expect all pupils to wear school uniform. All uniform should be clearly named and is available to purchase through our web store: <http://moultongoodies.co.uk>

Girls

- Grey or black pinafore, skirt, trousers or tailored shorts;
- A white blouse or polo shirt (available with school logo);
- A Moulton Primary School cardigan or sweatshirt;
- A red / burgundy and white gingham dress (summer only);
- Black shoes-not trainers or shoes of a canvas style.

Boys

- Grey or black trousers or tailored shorts;
- A white shirt or polo shirt (available with school logo);
- A Moulton Primary School sweatshirt
- Black shoes-not trainers or shoes of a canvas style.

P.E. Kit

- Moulton Primary School royal blue t-shirt;
- Navy blue shorts;
- Moulton Primary School PE hooded top
- Navy blue jogging suit
- Trainers or plimsolls

P.E. kits should be in school each day. At the moment, due to Covid, pupils wear their PE to school on PE days.

Jewellery and Valuables

We discourage children from wearing jewellery at school. Stud 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 have P.E. or swimming. Newly-pierced earrings must be taped over on P.E. days. This can either be done at home or at school using tape provided by parents. Children are responsible for their own earrings.

School Organisation

Our school is organised into seven classes:

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

The School Day

8:45 am	School doors open; children go to classrooms, and learning begins
8:55 am	School doors are closed and registers are taken
10.10 am	Collective Worship
10:35 am	Break
11:50 am	Reception Class lunchtime begins (*the duration of lunchtime is 1 hour)
12:00 pm	Key Stage One lunchtime begins (*the duration of lunchtime is 1 hour)
12:15 pm	Key Stage Two lunchtime begins (*the duration of lunchtime is 1 hour)
3:00pm	Reception Class pupils are dismissed
3:05pm	Year One pupils are dismissed from the ramp entrance
3:10pm	Year Two pupils are dismissed from the ramp entrance
3:15pm	Years three, four, five and six are dismissed from the ramp entrance

Please note that these times are currently different to ensure that bubbles of children do not mix. Parents will be informed of current times when their child is admitted to our school.

Parking

We are fortunate to have a small carpark at the front of the school, which parents may use. We ask that parents park considerably and are mindful of not obstructing entrances and exits and not compromising children's safety when they park. We also request that parents escort their children across the road.

At the start of the day, children may be dropped off in our designated and supervised drop-off zone at the rear of the school. We ask that parents who wish to come onto the school playground to drop off their children, park in the car-park at the front of the school. Parents should not park in the drop-off zone. Children must be supervised until the school door opens at 8:45 am.

Due to Covid, each class is currently allocated a drop-off and pick-up area and time.

Collective worship and assemblies

A daily act of collective worship is very important in preserving and developing the character of our school and community. We gather as a school, key stage or class to share our thoughts, prayers stories and songs. We use Christian values as themes for our worship and regularly welcome church groups and representatives to lead our worship. Parents and carers may, if they wish, withdraw their children from worship. Please discuss this with the head teacher. Collective worship is currently held virtually or in classrooms, due to Covid.

Curriculum

Primary schools are expected to follow the National Curriculum 2014. We are committed to providing a curriculum which maximizes opportunities for meaningful cross-curricular links and learning experiences. Our core learning expectations encapsulate what we aim to nurture and develop:

- Pupils who have a love for learning;
- Pupils who are confident, enthusiastic and play an active role in their learning;
- Pupils who have the confidence to feel safe to make mistakes;
- Pupils who take responsibility for their learning;
- Pupils who feel valued and supported;
- A celebration of pupils' achievements;
- Pupils who are well-prepared for transition to secondary school and life in modern Britain.

Key Stage 1 and Key Stage 2

The curriculum for years 1-6 includes the teaching of subjects from the National Curriculum: English (incorporating writing, reading and communication); Mathematics; Science, Art and Design, Computing; Design and Technology, Geography, History, Languages (KS2), Music, Personal, Social and Health Education (PSHE), Physical Education (PE) and Religious Education (RE).

Our curriculum is planned to help pupils to make links between topics and to remember their learning. We want all pupils to develop their recognition of individual accomplishments (including their own), their understanding of different communities, and to develop their sense of responsibility. Curriculum overviews for each half-termly topic are available on our website.

English

Communication-speaking and listening

We want our pupils to become confident communicators and responsive listeners. Pupils are given the opportunity to develop their communication skills in a number of ways:

- Having the opportunity to listen to and communicate with different audiences in different contexts;
- Be encouraged to ask questions; explain and present their ideas and to understand and give clear and concise instructions;

- Participate in discussions in which different viewpoints are explored;
- Create and tell stories;
- Join in exploratory and collaborative play;
- Prepare presentations on a range of topics;
- Reflect on their effectiveness as a speaker;
- Develop and explore a wider vocabulary to enable them to reason, predict, recall and express themselves more eloquently;
- Be encouraged and taught how to respond to the views of others both orally and in writing.

Reading and phonics

We encourage children to learn to read for enjoyment and the opportunity to connect with the wider world. Reading is taught through synthetic phonics; whole word recognition and reading for meaning using 'Letters and Sounds' as a basis for planning. The teaching of reading is a systematic process which is adapted in response to ongoing assessment and individual need.

Every class has a library, and our school library has a wide range of books. Pupils have the opportunity, each day, for sustained, quiet and uninterrupted, individual, reading time (SQUIRT) which helps to foster a love for reading.

We follow the nationally recognised book band system which incorporates a number of different reading schemes including The Oxford Reading Tree and Big Cat Collins. The decision to move a child to the next band is made as a result of continuous assessment by the class teacher and feedback from parents and carers.

To ensure that reading maintains its high profile at school, we have a reading recognition system called 'Star Reader'. Pupils earn the accolade of being a 'Star Reader' by reading at on at least six days of the week; the school has the expectation that pupils read at least five times a week as part of a pupil's home learning.

Writing

We teach writing through the 'Talk for Writing' approach. This is a strategy developed by the world renowned writing expert and author, Pie Corbett. The approach is based on the principles of how children learn: imitating then internalising language and writing structures. In teaching writing this way, pupils are provided with a language-rich environment from texts they have learned; they then have the confidence and understanding of the text genre before writing independently.

Handwriting and spelling

Handwriting is a basic skill that influences the quality of work throughout the curriculum. Research has proven that cursive or joined-up handwriting helps to develop accurate spelling. The children are encouraged to join their handwriting from Year 2 onwards, and at the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Spelling is taught through a range of strategies using kinesthetic approaches and mnemonics. Pupils in years 1-6 have weekly spellings as part of their home learning for which we advocate the use of the 'look, say, cover, write, check' strategy.

Mathematics

Mathematics is a skill that is necessary for adult life and therefore forms an essential part of our 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

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.

Pupils are encouraged to climb our 'Times Table Mountain'. As children learn their times tables, they achieve a colour level on the mountain. Everybody is striving for Gold!

We would like children to practise mathematics facts at home and we appreciate parental/carer support with this. Children work on individual targets which build on their work in class and help them to achieve their personal goals.

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

Science

All pupils use a range of materials and resources to follow the National Curriculum programmes of study for science. Through this subject, children learn to observe and conduct first-hand investigations and tests. They learn to develop and use communication skills to

convey their findings to other people. The children are encouraged to question, analyse and reach conclusions about both the nature of their world and the importance of science in everyday life.

Computing

Computing skills are taught throughout the school and are applied across other curriculum areas. Pupils have the opportunity to experience a range of software and programmes using the school's laptops. We provide opportunities for pupils to utilise their computer skills across the curriculum, using a range of programs.

An Internet Permission form must be signed by a parent or carer and all pupils must sign an E-Safety agreement.

Geography

Work in this subject starts from the child's immediate environment and develops into the study of places in the U.K. and beyond. Pupils learn about the physical features of the earth and how people use the land. Environmental education is covered within Geography lessons. Pupils study contrasting environments and so develop an understanding of the world in which we live.

History

In history, pupils develop an awareness and understanding of how life in the past compares with modern-day life. As pupils progress through the school, they deepen their understanding of chronology by studying ancient civilisations, the contribution the Romans made to Great Britain and the part played by Britain in World War Two.

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 if parents sign up their child.

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

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.

Early Years Foundation Stage

Teachers and teaching assistants make ongoing observations about a child's achievements. Next steps in learning are planned for in response to these observations. Parents and carers are encouraged to share observations about their child's achievements out of school.

In the summer term of a child's reception year, teachers complete an assessment, the EYFS profile, which is used to measure a child's attainment in the seven areas of learning and development. Parents receive an end of year report detailing their child's progress and includes information from their EYFS profile.

The seven areas of learning:

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

Assessment in Key Stage 1

Pupils are primarily assessed using ongoing observations.

A statutory Year 1 phonics screening check takes place in June. Children have an individual assessment in which they attempt to read 40 decodable 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 in reading and maths, and grammar and spelling. These assessments are set by the government and are statutory. Results of these assessments are reported to parents.

Assessment in Key Stage 2

Children in Year 6 complete statutory end of key stage assessments, SATs, which take place in May. The tests measure a child's attainment in reading; grammar, punctuation and spelling; and maths. 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 in the autumn and spring term to discuss children's progress and attainment. A written annual report is shared with parents and carers at the end of the School Year.

Home Learning

All children are expected to enhance school learning through their home learning. A great importance is placed on developing these key skills to promote successful learning:

- Reading each night. We expect children to read 5 times per week as a minimum.
- Practising times tables, number facts and spellings as appropriate to the needs of the child;
- Conducting research projects as appropriate to the needs of the child;
- Working on pupils' individual maths targets

Educational Visits

We aim to extend children's learning by giving pupils the opportunity to take part in educational visits. In recent years, pupils have visited the Sealife Centre at Hunstanton, Harwich, Colchester Castle, Waltham Abbey and Duxford. Pupils in years 5 and 6 can take part in a residential trip. Most recently, these have been to the fabulous Thorpe Woodlands and Aylmerton centres.

Parents and carers are required to sign a consent form before children are taken on a visit. Trips might incur a cost, and whilst all contributions are voluntary, they are not financially viable without such contributions.

At times, we might request parent help on a trip, and we are grateful for this. To safeguard everybody, we provide parents with a booklet which outlines best practice on a trip. It is an expectation of parent helpers that they read and agree to the guidelines set out in the booklet.

Before and After School Provision

A daily breakfast club is open to all pupils and runs from 8:00 am. Children are offered a breakfast of cereal, toast and fruit with a drink of water or milk which is followed by games or drawing. At 8:45 am, the children are escorted to their class for the start of the day. The cost of breakfast club is £4.00 per session; there is a 10% discount for siblings.

Our after school club, 'The Moultoneers' runs Monday to Thursday until 5:15 pm. The children join the club from their classroom at the end of the school day. A snack, typically consisting of toast, crackers and fruit along with a drink of water or milk are offered. A range of craft activities and games are provided for the children. The cost for the after school club is £8 per session; there is a 10% discount for siblings.

Both breakfast club and after-school club require advance booking and payment.

Due to Covid restrictions, the Before and After School Provision is not currently operating. It is expected that it will resume later in the autumn term, 2020. Places will be prioritised according to a parent's individual circumstances.

Extra-Curricular Activities

We offer a range of lunchtime and after-school activities, including multi-skills, netball, football, tennis and board games. Most clubs are free, but some might incur a small cost. We ask that parents are prompt when picking up their children from after school clubs as staff have other commitments.

Due to Covid, we currently offer Y2-Y6 one afterschool sports club.

Meeting Individual Needs

Our school's inclusive reputation stems from the fact that each child is given an appropriate level of support and challenge in the classroom. Our highly-skilled teaching assistants provide in class support and challenge for all pupils. Some children have specific learning differences and difficulties: small group teaching and 1:1 teaching are used to support pupils in overcoming barriers to learning.

Our SENDCo (Special educational needs and disability coordinator) works closely with pupils, staff, families and external agencies to tailor the support pupils might need.

Behaviour and Expectations

Our Behaviour Policy is based around three clear expectations:

- Everyone has the right to be safe
- Everyone has the right to be happy
- Everyone has the right to learn

As a caring and Christian school, pupils are encouraged to look after each other and our environment, treating all with consideration, dignity and respect. Our expectations are reinforced in class and whole-school assemblies, making explicit links with our Christian values. Each class draws up a class agreement which is signed by pupils and teacher and teaching assistant for the class.

We are there to support children when things go wrong: we aim to deal with all incidents in a consistently fair manner and provide pupils with the opportunity to reflect on what has gone wrong; how they should behave in the future and what needs to happen to 'restore the harm' caused by their actions.

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 school life. Each class has its own council and elects two councillors, to represent them on the School Council. Year 6 pupils have an additional two members who act as secretaries. Mrs Fiddes chairs the meetings and offers support and advice, when necessary. Children discuss and vote on issues important to them

and have already influenced many elements of school life which have contributed 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. Further details can be found in our home/school agreement. 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 'safe 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.

We encourage parents and carers to play an active part in their children's school life, so if you have any skills or expertise from which we could benefit, please let us know. We have a very successful parent/carer fundraising group, our PTA. 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>), Twitter Feed (@MoultonCEVC) and weekly newsletters enable parents to be fully informed about school news and events.

Working with other settings

We work closely with our local pre-schools, primary and secondary schools to ensure a smooth transition between each educational phase. Staff from Newmarket Academy visit our school to meet pupils and their parents through assemblies and parent meetings. There are also planned opportunities for staff from Newmarket Academy to share their expertise in music, maths and science.

Most pupils continue their education at Newmarket Academy, but a number transfer to secondary schools in Bury St. Edmunds, Soham and Bottisham.

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 Government's 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 and on the website. A vegetarian option is 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 and 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: We understand that there may be times that a pupil requires medication on a short or long term basis. Members of staff will administer medication to pupils if it would be detrimental to a pupil's health, or school attendance not to do so. Parental consent is required before members of staff will administer prescription medication. All medication should be in date and clearly labelled with the doctor's instructions.

Members of staff will administer over the counter medication such as 'Calpol' after being given verbal permission from parents.

There are medications such as inhalers or emergency treatments for allergies for which 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.

The safeguarding of the children in our care is of paramount importance. We expect all visitors to present themselves 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. If you anticipate that somebody will collect your child regularly, please fill in a 'going home arrangements' form.

If you have any concerns about a child's safety, please report these to the head teacher without delay. Mrs. Deborah Shipp is the Senior Designated Lead for safeguarding; Mrs. Nuala Gilmore is the Deputy Leads for safeguarding, and our Safeguarding Governor is Mrs. Bernie Spiller.

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.

Complaints Procedure

Suffolk Local 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 LA 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: www.moulton.suffolk.sch.uk

Staff at Moulton CEVC Primary School

Head teacher

Mrs Deborah Shipp

Deputy Head teacher

Mrs Nuala Gilmore

Special Educational Needs Coordinator (SENCo)

Claire Edmeades

Reception/Early Years Teachers

Mrs Becky Bedford

Mrs Rebecca Offley

Year 1 Teacher

Mrs Sarah Fiddes

Mrs Rebecca Offley

Year 2 Teacher

Mrs Emma Chittock

Year 3 Teacher

Miss Nicole Williams

Year 4 Teachers

Mr James Turner

Year 5 Teacher

Miss Joanne Rutter

Year 6 Teachers

Mrs Nuala Gilmore

Mrs Rebecca Offley

P.E. Teacher

Mr Walker

Teaching Assistants

Mrs Hayley Parsons

Mrs Helen Smith

Mrs Sue Healey

Mrs Tonianne Marsh (HLTA)

Mrs Zoe Robbins

Mrs Lesley Nichols

Miss Rebecca Spinks

Mrs Sue Troughton

Miss Claire Murphy (Cover
Supervisor)

Mrs Monica Moldovean

School Business Manager

Mrs Susan Dutton

Administrative Officer

Mrs Tracy Manning

School Cook

Mrs Angie Beeton

Kitchen Assistants

Mrs Leanne Phillips

Mrs Wendy Moss

Midday Supervisors

Mrs Jackie Blair (Senior Midday
Supervisor)

Mr Dave Murfitt

Mrs Lynn Ranns

Mrs Stacey Rice

Mrs Zoe Robbins

Mrs Rebecca Spinks

Breakfast Club

Mrs Helen Smith

After School Club

Mrs Jackie Blair

Mrs Lynn Ranns

Mrs Rebecca Spinks

Mrs Jo Long

Caretaker

Vacant

Cleaner

Mrs Kay Levell