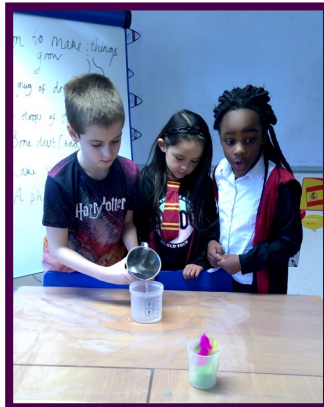




Horsford C of E VA Primary School

Prospectus 2020-2021



Executive Headteacher: Ashley Best-White • **Co-Chairs of Governors:** Sue Hill and Judy Leggett
Executive Deputies: Nicky Pellatt (School Improvement) • Kirsty Anatola (EYFS) • Jenni Porter (SEND)

Website: www.horsfordprimaryschool.co.uk • **Email:** office@horsford.norfolk.sch.uk

Reception - Year 2

Year 3 - Year 6

Holt Road

Mill Lane

Horsford

Horsford

NR10 3DN

NR10 3ES

Tel: 01603 898348

Tel: 01603 897938



Nebula
where stars are born

Ofsted
...a good school



Horsford C of E VA Primary School Prospectus 2020-2021

Horsford Church of England Primary School is a co-educational Voluntary Aided school that takes pupils from age 4 to 11 years. We are split across two sites: Holt Road and Mill Lane. Children in Reception, Year 1 and 2 attend our Holt Road site, and children in Years 3 to 6 attend our Mill Lane site.

Both sites are set in beautiful surroundings, giving children access to a large playground and extensive playing fields which have a wooden trim trail and wild areas. At Holt Road we have a dedicated Forest Schools area and at Mill Lane there are well-marked football pitches, rounders and athletics areas.

At both sites, in addition to the classrooms, administration areas and staff facilities, we have good-sized multi-purpose halls, food technology rooms, drama and music spaces, 'havens' for indoor lunchtime use and attractive libraries which our wonderful PTA have recently gifted £3500 worth of new books to.

There is good level access and a toilet adapted for the use of wheelchair users at both sites.

At the end of their time with us, the majority of our children move to Hellesdon High School at age 11, although some choose to move on to Taverham, Aylsham or Reepham High.

Contacting School: Details of how to contact school can be found on the front cover. Normal office hours are between 8.30am and 3:30pm (Mill Lane) or 4.30pm (Holt Road), Monday to Friday; at other times a message can be left on the school answer-phone. The [school website](#) and [Facebook page](#) have details of many events and general information about the school.

Admissions: Horsford C of E VA Primary School caters for children in the 4-11 year age-range. We serve the areas of Horsford and surrounding villages and are situated within the Northern Area of Norfolk County Council. Our official intake is limited to 60 children in each year group. Admission applications are dealt with by the local authority admissions department who can be contacted by phone: 0344 800 8020, email: admissions@norfolk.gov.uk or by post: Room 7 County Hall Martineau Lane, Norwich NR1 2DH.

In the event of oversubscription places will be allocated according to the County Council agreed [admissions policy](#), described below:

1. Children with a statement of special educational needs naming that school.
2. Children in public care who are due to transfer.
3. Children who are due to transfer, living in the area served by the school who have a brother or sister attending the school at the time of their admission.
4. Children who are due to transfer, living in the area served by the school who have no brother or sister connection with the school.
5. Children who are due to transfer, living outside the area served by the school who have a brother or sister attending the school at the time of their admission.
6. Children who are due to transfer, living outside the area served by the school and attend a feeder school at the opening date of the admission round.
7. Children who are due to transfer, living outside the area served by the school who have no brother or sister or feeder school connection with the school.

The Heads of School and staff will always be pleased to show interested parents around the school.



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Child Protection and Safeguarding: This school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the Norfolk Safeguarding Children's Board, if we see signs that suggest that one of our pupils may have been a victim of abuse. Use of the procedures in this way is an obligation placed on the school by legislation and in no way infers that any parent or carer is being accused of wrongdoing. We have three members of staff trained as the Designated Safeguarding Leads based at our school: Mrs Tanya Kirton, Miss Nicola Owen and Miss Lindsay Thurston.

Equal Opportunities: All children bring different experiences from home and we feel this enriches our school. We aim to ensure that no child, parent, staff member or volunteer to whom our services are provided will be discriminated against on the grounds of age, disability, gender, language, race, ethnic origin, social class, sexual orientation or religion.

A message from our Executive Headteacher



When your child begins Horsford C of E VA Primary School you will be entering into a partnership with the staff, designed to develop the potential of your child. We welcome you to our school and we look forward to a happy and successful association over the coming years. We would like you to feel welcome, to be part of the life of the school and, by encouraging a close relationship between teachers and parents, provide an environment for each individual to develop academically, physically and socially.

If you have questions or concerns, please do not hesitate to come in and discuss them. You may also have some information about your child's interests or achievements out of school, which you would like to share with us. We value the contributions that you are able to make to your child's experiences and learning in school.

At Horsford, we offer a well-taught, carefully considered and exciting curriculum to all pupils, whatever their abilities. Our teachers are enthusiastic, have considerable expertise across all areas of the curriculum, and our assessment procedures enable us to monitor the progress of our pupils. Above all, we strive to ensure that all children appreciate their own potential, and are proud of their achievements.

We aim to educate the 'whole person'. We encourage the pupils in music, art, drama and all sports, to aim for very high standards, with opportunities to participate in drama productions, music performances and in competitive and non-competitive sports. All pupils should have these opportunities and be supported to do them to the best of their ability. Activities are available at lunchtimes and after school. We believe much is to be gained from making visits outside of school; museums, galleries, historical sites, the theatre and even local farms. Residential trips are also available to all, as they pass through the school.

This prospectus, along with our website www.horsfordprimaryschool.co.uk is only an introduction to our school. You will find out more from the weekly and termly newsletters, meetings with teachers and attending events. We aim, by working together, to ensure that Horsford C of E VA Primary School is a place where we all enjoy coming.

We look forward to you and your children joining us.
Best wishes,

A handwritten signature in black ink that reads "A. D. Best-White".

Ashley Best-White
Executive Headteacher

Governors

A body consisting of people drawn from the community, parents and teachers governs the school. School governors have important responsibilities which are laid down in the Articles of Government. These are available in school for inspection.

The Nebula Federation has a single governing board of 16 governors with a shared strategic vision across all the schools. We will build on the successes already achieved and continue to improve the education of your children. We will continue to offer the children access to shared resources and experiences, together with joint activities across the federation. The Nebula Federation will offer financial security and sustainability for the benefit of all of the schools and the staff will continue to have access to joint professional development.

For a list of the members of our current governing body, please see our [website](#).

A message from our Heads of School



Miss Nicola Owen

A message from Miss Nicola Owen, head of School at our Holt Road site:

“Hello Horsford! I am thrilled to introduce myself, Miss Nicola Owen, and am already feeling very welcome as a new addition to the staff this year.

I originally arrived in North Norfolk with my parents in 1987 as a teenager and then later I began my teaching career in Hertfordshire. I then taught overseas for a few years before returning to Norfolk and settling in Norwich in 2006. I have been teaching in and around the city ever since.

I am passionate about the education of children and their development as ‘whole people’. In a new era of education, it is important to ensure we continue to support both children’s academic development and their emotional well-being.

When I am not teaching, you will find me somewhere on the Norfolk coast enjoying any windy weather as a kite surfer, exercising at the gym or relishing the great outdoors. I am also an adventurous traveller and keen cook.

I look forward to meeting and working in partnership with you all, to continue to ensure your child receives the best possible education and care at Horsford.”



Mrs Tanya Kirton

A message from Mrs Tanya Kirton, head of School at our Mill Lane site:

“Hello! I would like to introduce myself, I am Mrs Tanya Kirton; I have worked at Mill Lane since the year 2000.

I began my career teaching in Year 4 when we were still a middle school, and have seen it change into a junior school, when we gained Year 3 but lost Year 7, and then, as a senior leader in the school in 2015, I supported the merging of the infant and junior schools when we became Horsford C of E VA Primary School.

It is lovely to see some of the pupils I taught in the past now coming back, as their own children start at our school; but it does make me feel old!

I look forward to welcoming the Year 2 children to our Mill Lane site as they continue their journey with us, as well as welcoming the many new children that join us throughout the school due to the new housing developments that continue to pop up around the edges of the village.

We may be a school split across two sites, but we are very much one school with a caring, nurturing ethos which strives to develop each child to ensure they leave us being the best that they can be.”

Ofsted

Every school is monitored by Ofsted who inspect different areas of the school, including leadership; the quality of teaching, learning and assessment; personal development, behaviour and welfare; outcomes for pupils and the effectiveness of the early years provision. Ofsted inspected our school in June 2018 and graded the school as ‘Good’ in all areas. The report can be read, in full, [on the school website](#).

Ofsted also has a Parent View section to welcome any complements or concerns about our school. Parent View gives you the chance to tell Ofsted what you think about your child’s school, from the quality of teaching, to dealing with bullying and poor behaviour. The survey can be completed at any time; you do not have to wait until the school is being inspected.



Our Vision and Values

Welcome to Horsford C of E VA Primary School. We are located in Horsford, a lovely and ever-expanding village on the outskirts of the historic city of Norwich. As a Church of England school with a strong ethos founded on Christian values, we seek to promote the unique worth of each individual and encourage learning in a caring, Christian environment.

Our Vision: [Our vision](#) is to create a school where everyone is encouraged, challenged and given the opportunity to be the best that they can be. We are a community of care, built on Christian principles, where children and adults have a sense of belonging, are valued and their individuality is respected.



Year 3/4 light the Advent Candles with Revd. Margaret.



The Teddy Bear Hospital visited Reception.

Our Story - 'The Good Samaritan': The Good Samaritan was a man of compassion, courage and responsibility, who took it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed.

Our Values: Inspired by the story of 'The Good Samaritan', it is our vision that Horsford C of E VA Primary School will foster the [values](#) of 'compassion', 'courage' and 'responsibility'. We have selected an additional Bible story to build on the Christian understanding of each of our values:

Compassion - 'The Lost Sheep' (Luke 15): The shepherd cared so much about his large flock, that when one disappeared, he did not stop searching until the sheep was safe and sound. *We encourage our children to care for everyone and everything, beyond their circle of friends.*



We safely take risks.

Courage - 'A Test of Courage' (Esther 2-9): Esther showed courage when she saw her people being treated unfairly, even though she put herself in danger by speaking out. *We encourage our children to show courage to make the right choices and challenge, even when others may not agree.*



Year 5/6 library monitors at Mill Lane.

Responsibility - 'The Wise & Foolish Builders' (Matthew 7): When the foolish builder made the easy choice of building his house upon the sand, he had nothing to show for it. However, the wise builder, who took the time to build his house upon the rocks, created a safe home that he felt proud of. *We encourage our children to make the responsible choice, even if it is not the easiest.*

Find out more about our Vision and Values [on our website](#).

Our Aims & Objectives:

We want all our children to:

- Enjoy school and feel safe.
- Have good or excellent teaching and make good and continued progress.
- Become effective learners, making informed and independent choices.
- Respect themselves and others.



The Food Bank challenge.



'Open the Book' visiting school.

We aim to:

- Cherish the individual; to teach and learn in a caring, Christian environment.
- Develop, in the children, an understanding of the benefits of a healthy lifestyle and provide them with the knowledge and skills necessary to make healthy choices and live in a safe and healthy way.
- Ensure all children develop self-confidence and self-discipline to meet challenges now and in the future.
- Give every child the opportunity to enjoy and achieve by providing

a high quality education with equal regard and access to all pupils; delivering the Early Years Foundation Stage and National Curriculum; providing breadth and balance, in such a way to ensure all children enjoy their education and engage fully with it and are able to reach their full potential.

- Enable the children to become valued members of the community; to develop social awareness and respect for others and to make a positive contribution to the society in which they live.
- Help the children acquire the essential knowledge, skills and attitudes that will enable them to take full advantage of all opportunities open to them; to enable them to develop economic well-being in adult life.

What our children say about their school



We respect one another.

We have fun when we learn!

I like maths, because you get to learn how to do tricky number sentences.



We are a caring, kind and welcoming school.



The teachers help us to try our best.



Learning in Reception...

Reception children follow the Early Years Foundation Stage framework, which is a play-based curriculum where the children themselves initiate 80% of what they do. Characteristics of Effective Learning underpin independent, hands-on exploration, and the staff provide opportunities for the children to independently play and explore, to be active and focussed in their learning and to engage in creative experiences where they are able to experiment, test ideas and think critically.

A combination of independent learning and short, direct teaching sessions enable the children to work towards meeting the Early Learning Goals in the seven areas of learning: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design. In Reception, we follow the age-appropriate Relationships and Sex Education (R.S.E.) curriculum.

We begin each day coming together in our own class to choose the special person, who we give compliments to, and then we talk about the day ahead, including introducing the daily writing and maths challenges.

The Reception children are then able to free-flow throughout the two indoor and the large outdoor classrooms during their independent learning time, during which they complete the independent writing and maths challenge, as well as accessing the wide range of continuous and enhanced provision across the learning spaces.



During the day, we all come together as a class to learn together. We use 'Letters and Sounds' to plan our daily phonics teaching, which is the main way the children learn to read and write.

We support the children's gross-motor development with our daily 'Squiggle Whilst You Wiggle' dancing session, designed to help develop the children's large movement skills. We also develop the fine-motor control, needed to be able to write with a daily finger disco, as well as lots of opportunities within our finger-workout area.

In addition to the reading skills taught during phonics, each week we also enjoy shared reading sessions, listen to lots of stories, enjoy a weekly visit to the school library and make sure each child reads 1:1 with a school adult each week, with next-steps noted in their reading diary to support their practise at home.

We deliver a daily maths teaching session as a whole class, with the learning progressing through the week along the same topic. The following week, the adults work with the children on a small group maths job which consolidates and extends the previous week's maths learning.

We say a prayer before lunch and then after lunch we deliver a short teaching session, such as Philosophy, RE, Music, PSHE, Geography, History, Science or Art, and then continue 'choosing our learning' across Reception.

At the end of each day we come together for our daily Collective Worship, followed by a story before going home.



Learning in Key Stage 1...

Key Stage 1 comprises of two year groups, Year 1 and Year 2. The children begin their journey in Year 1, where teachers will build on the children's Early Years' experiences. We use creative approaches to teaching and learning, including using enquiry based teaching techniques, such as 'Let's Think in English' and Philosophy. We encourage the children to become experts in their own learning, building on their existing knowledge to engage them in lessons in a meaningful and purposeful way. We continue with hands-on learning experiences, encouraging the children to become thoughtful and critical learners, into Year 2.

At Horsford C of E VA Primary School, teachers have created a creative and rich curriculum that meets all the National Curriculum objectives. Both Year 1 and Year 2 enjoy the core curriculum subjects of English, Maths, Science and Religious Education and the foundation subjects of Art and Design, History, Geography, Design and Technology, Computing, Physical Education, Music, PSHE and Relationships and Sex Education.

As a Church school, Religious Education is central to the ethos of Horsford C of E VA Primary School. We learn about a variety of religions through key questions, and the children participate in daily Collective Worship. We also have visitors from the local Church and community, who perform a range of religious stories called 'Open the Book', as well as being visited by Revd. Margaret, Rector of Horsford Benefice, who leads worship once a fortnight, helping to embed each half-term's value.

A typical day in Year 1 and Year 2... We start our day by meeting the children at the classroom door



with a friendly smile, and when the children enter the classroom we have a short morning challenge waiting for them. This might be a spelling game, handwriting practice or a surprise challenge! After completing this, we then fill out the morning register and begin our first lesson of the day.

In the morning, we enjoy our English, Maths and Phonics lessons. In English we become expert writers, exploring many different writing styles, including fiction, information texts and poetry. In Maths, we enjoy plenty of problem-solving opportunities. We become skilful in exploring mathematical enquiries and finding answers to deeper thinking questions. In Phonics and shared reading we develop a broad range of skills. For example, we learn to blend and decode words, read tricky words and answer questions about the story we have listened to.

After enjoying our lunches, prepared at our Mill Lane site, we move into our afternoon lessons. It is at this point that we get to explore the foundation curriculum subjects. Across all subject areas, teachers provide the children with whole-class learning opportunities, small group and partnered work, along with some independent learning times.

We then finish our day with a story and Collective Worship. We enjoy this time as it is an opportunity to reflect on our day and all that we have learnt.

Forest Schools Children in Year 1 and Year 2 regularly spend time in the Forest School area with our Forest School Leader, Mrs Nolan. They get to independently explore the natural surroundings, developing confidence, building relationships and learning about nature.



Learning in Key Stage 2...

At KS2, children in Year 3-6 follow the programmes of study outlined within the National Curriculum. The KS2 curriculum provides pupils with essential knowledge that they need to be educated citizens, *'It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement'* (National Curriculum).

We have an engaging, broad and balanced curriculum in KS2, based around the core primary subjects of English, Mathematics, Science & Religious Education. The children also study the primary foundation subjects of Art and Design, Computing, Design and Technology, Languages, Geography, History, Relationships and Sex Education, Music, Physical Education and PSHE.

We start each day with early morning work, typically independent reading, then the register is taken. During this time, we also give compliments to our special person for the day. We then begin studying the core subjects of English and Maths.

English lessons are built around units of work that focus on the key fiction and non-fiction genres, as outlined in the National Curriculum. Each unit provides the opportunity for children to become immersed in the specific genre through shared, guided and individual reading and writing experiences.

Children are encouraged to investigate mathematically, using what they know to enable them to work out what they do not. Discussions of how answers are arrived at are extremely important too, as children who are able to explain how they have answered a question will understand better. As well as discrete maths sessions, we are developing deeper thinking within the children's individual next-steps, as



well as opportunities to use their maths skills more and more in other subjects. Children's level of understanding is assessed throughout the year and as a result of these ongoing assessments, lessons are planned with the children's needs in mind.

We have a break time between these two lessons, out on the playground, providing an opportunity to socialise and eat a snack.

Following our break time, we have a whole-school Collective Worship in the hall. During these sessions, we sing, discuss morals & values and learn from stories found both within the Bible and from other sources. We focus on a specific value for each half term, some examples of the values that we have looked at in the past are service, peace and compassion.

After Collective Worship, we complete one lesson before our lunch break and at least two more lessons in the afternoon, before we go home at 3:20pm. For the remainder of our daily lessons we will study either Science, RE or the foundation subjects.

We aim to make learning as fun and engaging as possible. We strive to achieve this by hooking the children into their learning with exciting activities, such as the use of inquiry teaching strategies, drama, wow learning days and many other techniques.

At Horsford C of E VA Primary School, children are encouraged to ask 'how' and 'why' questions, because we value curiosity. There are plenty of hands-on, practical activities and the children take an increasingly active role in the planning and carrying out of this work. ICT is used in lessons where possible; in a rapidly changing world, children's ability to use technology in a range of situations is vital. Across school we have a range of computing equipment to enable the children to access the curriculum.





Horsford C of E VA Primary School Staff

Senior Leadership Team

Executive Head Teacher – Ashley Best-White

Executive Deputy Head Teacher – Kirsty Anatola (*maternity leave*)

Head of School at Holt Road – Nicola Owen

Head of School at Mill Lane – Tanya Kirton

Early Years Foundation Stage

Reception Teachers

Robert Neave

Lindsay Thurston

Key Stage 1

Teaching and Learning Leader

Lindsay Thurston

Year 1/2 Teachers

Louise Allan

Tom Allen

Clare McIntyre

Key Stage 2

Teaching and Learning Leaders

Helen McMurray

Tim Patient

Andrew Siddy

Year 3/4

Class Teachers

Tim Patient

Carin Pratt

Andrew Siddy

Teacher

Teresa Linford

Year 5

Class Teachers

Sylwia Nadin

Verity Smith

Year 6

Class Teachers

Shayney Blyth

Helen McMurray

Learning Support Staff

Forest Schools Leader

Rachael Nolan

HLTA (PE)

Alison Cooke

Learning Support Assistants

Katy Ackerman, Michelle Barrett, Lisa Billig, Emily Bower, Emma Brown, Jess Bussey, Carole Daynes, Tracey Gannon, Christy Gulley, Kieran Jappy, Marion Parker, Maria Potter, Emma Silvester, Heidi Smith, Debbie Taylor, Clare Ward, Rachel Watts and Leisa Westlake

Auxiliary Staff

School Secretaries

Sharon Richardson (Holt Road)

Emma Chambers (Mill Lane)

Parent Support Adviser

Natalie Brown

Midday Supervisor

June Jessett

Midday Supervisory Assistants

Emma Chambers, Martin De'Ath, Michelle Hales, Tracey Harrison, Elaine Middleton, Rachel Norman, Nicole Seeley and Deborah Slaughter

Caretaker

Geoffrey Botwright

Cleaning Team

Eloise Dix, Nicole Seeley, Courtney Tooke, Karen Tooke and Cheryl Waller.



The School Day School starts at 8:55am and children can arrive and are supervised from 8:40am at Mill Lane and 8:45am at Holt Road. We are not able to take responsibility for any child before that time.

Holt Road	What happens	Mill Lane
8:45am-8:55am	Teachers welcome	8:40am-8:55am
8:55am-9:10am	The School day begins, registers taken	8:55am-9:00am
9:10am-10:30am	Session 1	9:00am-10:00am
10:45am-11:00am	Morning Break	10:00am-10:15am
11:00am-12:00pm	Session 2	10:15am-11:15am
-	Assembly including Collective Worship	11:15am-11:30am
-	Session 3	11:30am-12:30pm
12:00pm-1:00pm	Lunch	12:30pm-1:20pm
1:00pm-2:35pm	Afternoon Session	1:20pm-3:20pm
2:35pm-3:05pm	Collective Worship and Story	-
3:05pm	Afternoon Session Ends	3:20pm



Please note that the last session in the day at Holt Road finishes at 3:05pm and at Mill Lane at 3:20pm and parents should not normally expect their children to leave the school until shortly after this time.

We ask parents to come to the school office if they are collecting children during the course of the school day (please note that at Mill Lane we do not allow children to leave the premises without an accompanying adult during school hours, at Holt Road no children are permitted to leave at any time without an adult).



School Meals: School meals are eaten in the school hall. During the lunch break, four midday staff supervise pupils. A menu is available [on our website](#) or in school for inspection and a copy of the NORSE main menu for the week is available on the [NORSE website](#) (www.norsecatering.co.uk/primary-school-catering/). Children at Holt Road are eligible for Universal Free School Meals and children at Mill Lane should bring their money daily, or pay for the whole week on a Monday.

Packed lunches should be brought in unbreakable containers, clearly marked with the child's name. Parents are asked to inform the school if children are going home for lunch and in those cases the children should not return before 1:00pm at Holt Road and 1:20pm at Mill Lane. Parents who wish to apply for Free School Meals should click [here](#) or see the school office personally. All applications are dealt with confidentially.



Drinking Water: We encourage the drinking of plain water throughout the school day as it has been shown to be important for healthy minds and bodies. Children who drink water are able to concentrate better and for longer periods, they are better behaved and less irritable.

Please help by providing your child with a named bottle to bring to school. Fill it in the mornings and encourage your child, as we do, to drink frequently. Drinking water is available around the school. The best bottles have tops to avoid spillages if they are knocked over. Children should take bottles home again, on a regular basis, for washing.



Collective Worship: As a Voluntary Aided Church of England School we are proud of our links with the local Church and the wider Church community. Schools are required to provide a daily act of [Collective Worship](#). Our pattern is clearly Christian in nature, based around themes identified in the 'Values for Life' resource which are: courage, creativity, peace, trust, forgiveness, justice, thankfulness, compassion, friendship, hope, truthfulness, humility, generosity, respect and reverence, wisdom, perseverance, service and responsibility.

Revd. Margaret plays a huge part in school life, delivering Collective Worship at each site on a fortnightly rota as well as delivering whole-school celebrations at Christmas, Easter and the end of the year.

'Open the Book', which is run by members of the local Church community, visit both sites every week to host our Friday Collective Worship sessions, which actively involve the children.

Parents should be aware that they have the right to withdraw their child from both Religious Education and Collective Worship. Parents wishing to exercise this right should discuss the matter with the appropriate Head of School.



School Council: Each class elects a representative to serve on the [School Council](#) for the academic year, which meets fortnightly to discuss a variety of issues relevant or of interest to the children. Officers are elected and they co-ordinate the activities of the Council.



Behaviour and Discipline: The school's [Positive Behaviour and Discipline Policy](#) aims to make children aware of the purpose of good behaviour and to respect the needs, wishes, aspirations, opinions and possessions of others. We believe that children need to develop self discipline and they are encouraged to take responsibility for their own behaviour at all times.

It is the responsibility of all staff to deal with behaviour and discipline matters within the guidelines laid down. We have a clear behaviour code which explains to the children the consequences of good or poor behaviour. Staff maintain a positive approach, rewarding and acknowledging good behaviour.



We are always looking at ways of positively encouraging children to do their best at school and to reward those who do so. Each class works together to be recognised for good behaviour, in return for a pre-agreed reward once the goal is met. Typical activities include art and craft sessions, class discos or extra playtime. Each class also has a 'Golden Book', which is used to record exceptional effort or achievement on a particular piece of learning or work by individuals, to be shared with the rest of the school. Children also enjoy earning house points for good work and positive behaviour, which goes towards their team total, for a whole-house end of year treat for the winning house team.



School Uniform:

Grey trousers or skirt - grey or black smart shorts as an alternative.
 White or purple t-shirt, shirt or blouse with collar.
 Purple sweatshirt or cardigan (with or without school logo) - purple checked dress as an alternative - [order form](#) available from school.
 Black school shoes (not trainers or high heels).



P.E. Kit: Children should wear white t-shirts with black shorts or skirt for P.E. lessons. It would also be sensible if a tracksuit or jumper is included as outdoor lessons continue in cold weather. Children will have bare feet for indoor lessons but should have trainers for outdoor P.E. lessons. In KS2, a pair of football boots would be useful, for taking part in clubs or team training sessions, but are not essential.



Swimming (KS2 onwards): Children swim at Drayton Junior School. Boys should wear trunks or short swimming shorts and girls a one-piece swimming costume. All children must wear a swimming hat and remove all jewellery, including earrings.

All clothing must be named! Lost property is collected but unnamed items are disposed of regularly.



Jewellery: The wearing of jewellery is discouraged as it can easily be lost or cause injury to the wearer or other children. Children with ears pierced will only be permitted to wear 'studs' and these must be removed for all P.E. and swimming activities. Make-up, including coloured nail polish, is not permitted.



Hairstyles: We appreciate that children have a variety of hairstyles. We would request that these are appropriate for school and do not, for example, include slogans or logos shaved into the hair or feature hair dyed with bright colours. All children whose hair is considered long enough will be asked to tie it back during P.E. lessons.



Mobile Telephones: Mobile telephones are not permitted in school. School contact details are on the front cover should you need to contact your child during the school day.



Assessment: Continuous assessment of progress is an essential way in which the teachers build knowledge of your child and plan appropriate work. We also make use of standardised tests. Our records develop as the children travel through school and eventually provide the basis for information passed on to the next school. At the end of Year 6 the children take the National Curriculum tests (SATs) that, together with the Teachers' Assessment, provide the end of Key Stage 2 assessments. The individual results are reported to parents.

National Curriculum Test Results 2019 - Key Stage 2 % Level 4 and above:

2019	English - Reading	English - Writing	Maths	Reading, Writing & Maths
Horsford	65%	79%	74%	62%
National	73%	78%	79%	65%

School Targets - We expect children to make good progress at Horsford and the targets we set are based on this expectation.



Children With Additional Needs: Our school Special Educational Needs Co-ordinator (SENCO) is Mrs Carin Pratt. Mrs Pratt works with class teachers to highlight children with additional needs, making use of assessments where appropriate.

It is our aim that every child reaches his or her full potential. Assessments help to highlight children who have individual needs, while some children join the school with their needs already identified. We have a record of children with Special Needs in accordance with the 2014 Code of Practice. If we feel that a child would benefit from extra help we have Learning Support Staff who are able to work with children in their classes alongside the class teachers or in small groups. **Please email Mrs Pratt at senco@horsford.norfolk.sch.uk or ask to see our [SEND policy](#) for more information.**

Our school sites are built on one level and there are access points for wheelchair users, and we have a purpose built toilet with disabled access at both sites. For children with health problems in need of medication, see 'Medicines in School' on page 19.



Extra-Curricular Activities: We place great value on the extra curricula activities that we offer as a school and in the school year 2019 – 2020 these have included: football, singing, recorders, reading, street dance, Formula Goblin, film and homework clubs. Some take place at lunchtime and others after school. Other extra-curricular opportunities this year will include a school choir at Mill Lane and a reporters' club, which will develop content for our popular online 'School Link Magazine' (see [more information](#) and previous issues on our website). For several years now, some of our children have had the chance to perform at the O2 Arena in London as part of the '[Young Voices](#)' project. We will be repeating this in January 2021. The school also competes in a number of competitions with other schools in football, athletics and swimming.



Music Tuition: Peripatetic teachers visit the school to teach keyboards and percussion instruments to children who have chosen to take part. Last year weekly '[Rock Steady](#)' sessions proved really popular, too. Please contact Mrs Richardson in the school office if you would like your child to have instrument lessons, as these are payable sessions.



£ Charging for School Activities: Charges will not be made for activities which take place during the school day, except for instrumental music tuition. Voluntary contributions will be sought to support activities which will enhance the children's learning, such as trips out of school. Parents in receipt of some benefits are entitled to the remission of the 'Board and Lodging' element of the residential trips; please enquire at the school office for further details. A copy of the [charging and remission policy](#) is available on request from the school.



Working with Parents: The school values its partnership with parents in educating the children in our care. One of the most important ways to support your child's learning is to listen to them reading at home, or to encourage them to read independently, as they become more confident. In school, parents often volunteer in class to support the children's learning, or help with the routine tasks needed for the smooth running of the school. Others like to accompany trips out or help with other events. We are also very grateful when parents are able to provide gifts of unwanted goods or materials from their work, such as paper, card or wood, to help with fundraising events or art and craft projects in school. If you would like to help in school or on trips out, we would love to hear from you so we can complete your DBS check and welcome you to the team!



Parents are invited to discuss the progress of their child during the autumn and spring terms. A written report on each child is sent home in July and this is followed by an opportunity for parents to discuss their child's report with teachers, should they so wish. Should parents wish to see teachers urgently, staff are available from 8:30am, before school begins, but please only use this facility if your discussions are to be brief as teachers have to take responsibilities for their classes at 8:40am. Please telephone the office to make an appointment.

Parents are welcome to make an appointment to see the class teacher at other times, should the need arise. Never keep a concern to yourself – always come along and share it with us so that together we can work out the best way forward. Teachers may also contact parents at other times if they have immediate concerns or wish to discuss an aspect of a child's education.



Horsford Parent Teacher Association (P.T.A.): Every parent who has a child in the school is automatically a member of the [Parent Teacher Association](#). The aim of the association is to provide social and fund-raising events in support of the school. The committee, which is elected at an Annual General Meeting early in the autumn term, does a fantastic job playing a vital role to help to provide many 'extra' facilities and opportunities for the school.



Newsletters: The School maintains a regular written communication with parents with [letters](#) and [termly newsletters](#) sent via our Parent App and published on the website. Please ensure you let us have your email address so you can be included in this. Additional copies are available at the school office.



Website: The [school's website](#) has copies of all [letters and other information sent home](#), [weekly menus for school lunches](#) and links to our online ['School Link' magazine](#), amongst other things.



Sickness and Injury While at School: A number of staff are First Aid trained. In the case of minor injuries that we deal with in school, we record details and will provide you with information about the cause and treatment of those injuries. In the case of more serious injuries that are still able to be dealt with in school (like a bump on the head) we telephone parents to advise and/or arrange early collection. In the event of an emergency that requires hospital treatment an ambulance will be called. Parents will be contacted so that they can meet at the hospital or school. For both of these reasons it is essential that we have up-to-date daytime contact telephone numbers in our records.



Medicines in School: For children with health problems we try to ensure that there are members of staff who receive the basic training needed to support them, for example some staff have are trained to administer an epi-pen, and some to are able to give insulin to diabetic children.

Children with asthma should have their inhaler at school, marked clearly with their name. Medicine is only administered in school if it is a prescriptive medicine and a dose has to be taken during school hours. We would expect that in sending medicines parents would either be following the advice of the doctor in deciding if a child who is still taking a course of medicine (e.g. antibiotics, cough medicines etc.), is fit for school, or that the medication is needed to cope with a long-term illness such as epilepsy or asthma. In either case, parents are welcome to come to school to administer the medication themselves. If such a visit is impracticable then we are willing to accept some responsibility for the administration on the following conditions:

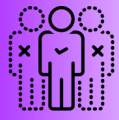
- The form should give clear instructions about the giving of the dose.
- Only one dose of medicine should be sent to school each day in a named container.
- In the case of inhalers for asthma sufferers, one set of inhalant is kept at school so that there is not the daily need to remember to take equipment home.
- The first dose should be accompanied by a completed form available from the school to the effect that it is necessary for the child to take medicines during school hours and that they are requesting that we administer the dosage at school.
- The medicines must be left in the safekeeping of the school office, and given only under supervision.

It must be understood that, whilst every possible effort will be made to comply with requests made, the distraction of a busy day might lead to an oversight and so no guarantees that medicines will be administered in school can be given.

There are special circumstances when we would be cautious about accepting any responsibility for administering medicine in school. They are as follows:

- Where the medicines or tablets are dangerous.
- Where the timing and nature of the administration are of vital importance.
- Where serious consequences would result from our forgetting to administer a dose.
- Where some technical or medical knowledge or expertise beyond our training is required.

In those circumstances we would ask that parents contact the school so that the implications of the situation can be discussed and resolved. Please contact the school office in the first instance, if your child has any individual medical needs or you have any other queries regarding medical matters in school.



Attendance: Morning registration will take place at the start of school at 8:55am. Any child arriving at school after 8:55am should report to the school office and will be recorded as late. In cases, for example, where a child is attending an early morning medical appointment, the appropriate authorised absence code will be entered. Pupils may arrive at school from 8:40am at Mill Lane and from 8:45am at Holt Road.

To ensure that all children sent to school have arrived safely, parents are asked to contact the school to explain the reason for absence on the first and every subsequent day of any absence. This can be done via our Parent App or by phoning the school directly. If the school has not heard from parents when the register is closed, the school office staff will contact them.



Leave of Absence in Term Time: In exceptional circumstances leave of absence may be granted by the Head Teacher, on request. It should be noted that family holidays and events are not considered to be exceptional. Children are only in school for 38 weeks each year. Vital education is missed if they are away for whatever reason and all absences significantly affect their progress. It is therefore vital that absences are kept to a minimum.



Security: Anybody spending time on site is asked to report to the school office when they arrive, to sign the Visitors' Book and to receive a visitor's pass. This system allows us to be aware of who is on site in case of emergency and adds extra security for the staff and children. All visitors are made aware of our safeguarding procedures.



Complaints Procedure: If you are unhappy about any aspect of your child's education, you should first discuss it with your child's teacher. If you remain unhappy, please make an appointment to speak with one of the Teaching and Learning Leaders: Miss Thurston, Mr Patient, Mr Sidy or Ms McMurray. If the matter remains unresolved, please make an appointment with the Head of School: Miss Owen (Holt Road) or Mrs Kirton (Mill Lane).

In this way, issues are normally resolved, but should you still be unhappy then a formal complaint can be made by contacting the school office staff who can provide you with a copy of the Complaints Procedure, and the name and address of the Clerk to the Governors to whom your complaint should be made.

A full copy of the school's [Complaints Policy](#) is available on request.

Nebula Federation

Horsford C of E VA Primary School is part of the Nebula Federation, which is a group of six schools, lead by Executive Headteacher Mrs Ashley Best-White. The schools work closely together sharing expertise, while retaining their own unique identities.

The core purpose of the Nebula Federation is to develop the very best, self-improving organisations to ensure that the children who attend do exceptionally well and are prepared for the future. We are committed to provide each and every child with a holistic education that enables them to be successful, and prepares them for the future. We are extremely proud to be part of this federation, but each school is also equally passionate about wanting to respect and maintain the individuality of their school.

The federation gives all six schools strong leadership, extra sustainability, financial stability, flexibility and the capacity to support school improvement. We can build on the strong links that already exist to raise standards, as all six schools are able to share resources, work much more closely together and collaborate to share their strengths and ensure that collectively they are providing the very best education for the children, together overcoming some of the challenges that schools can face when they work alone.

HAINFORD V.C. PRIMARY SCHOOL

HORSFORD C of E
VA PRIMARY
SCHOOL

FRETTENHAM
PRIMARY
SCHOOL

ST FAITHS C of E
PRIMARY
SCHOOL

WHITE WOMAN
LANE SCHOOL

OLD CATTON C of E JUNIOR SCHOOL



Nebula
where stars are born



Horsford C of E VA Primary School

Prospectus 2020-2021



Our Vision

Our vision is to create a school where everyone is encouraged, challenged and given the opportunity to be the best they can be. We are a community of care, built on Christian principles, where children and adults have a sense of belonging, are valued and their individuality is respected.

Compassion • Courage • Responsibility