

Great Whelnetham CEVCP

Dear Parents/Carers,

Welcome to our school. This brochure has been prepared to give you a clear picture of the school and its aims. We hope it will be helpful to you.

Our school building creates a warm, welcoming and stimulating environment to work in and our skilled and experienced staff work closely together on behalf of the children. Our class sizes enable staff to create an atmosphere in which each child's personal talents can be developed to the fullest extent. We aim to work closely with each child and their family so that all the children will feel as safe and happy at school as they do at home.

We are proud of the achievements of all our children and like them to take a pride in all they do in our school. We are an important part of the community and enjoy being involved in all that goes on within it.

We are a Church School where we share, value and celebrate the achievements of all our children.

If you would like to come and see the school, please phone the office and we will be happy to make an appointment. I look forward to meeting and working with you so that together, we can give your child the very best possible start to their school life.

Yours sincerely

Chris Lawson
Headteacher



east**FEAST**



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Great Whelnetham CEVCP

Our most recent Ofsted Inspection graded us as Outstanding.

We are very proud of this!

A recent interim assessment this year has shown that our performance has been sustained and that we remain Outstanding!

What the inspector said:

"This is an Outstandingly effective school....."

"The school's success arises from the continued clear vision and direction given by the new headteacher to a remarkably caring and committed staff."

"Pupil's personal development, including spiritual, moral, social and cultural development, is outstanding and reflects the school's Christian ethos very well."

"Pupils benefit from Outstanding teaching."

"The good curriculum focuses particularly well on ensuring pupil's basic skills are highly developed."

What the children said:

"Teachers are kind and help you when you are stuck, all you have to do is put your hand up and they are there."

"If ever you don't feel good there is always someone to help you out and cheer you up."

"We like the teachers because they make it the best for us."

What the parents said:

"Our experiences of the school have all been extremely positive. We can't say enough good things about it."

"I feel the teaching staff care deeply and are brilliant. The school is well organized, has fantastic facilities and overall a kind, professional academic staff. We are very pleased with Great Whelnetham."



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Meet the Staff

Headteacher:	Mrs. Chris Lawson - co-ordinator for assessment,
Teacher:	Mrs. Viv Clements - co-ordinator for Literacy, Design and Technology, SEN, Art, French,
Teacher:	Miss Ellie Bland - PE, ICT, PSHE, Healthy Schools
Teacher:	Miss Sophie Duchesne - Maths, Music, Science
Teacher:	Mrs Sarah Jenkins - Early Years, RE, History
Teacher:	Mrs. Claire Masson
Office Manager:	Mrs. Angela Kimber
Nursery Nurse:	Mrs. Kerry Coe
Teaching Assistant:	Mis Lorraine Robson
Teaching Assistant:	Mrs. Elaine Taylor
Teaching Assistant:	Mr. Paul Jones HLTA
Teaching Assistant:	Mrs. Mandy Ellis
Midday Supervisors:	Mrs. Jo Large, Mrs. Chris King, Mrs. Brenda Jones, Ms. Tracy Collins, Mrs. Rhonda Rayner, Mrs. Abigail Wallace, Miss Nina Filler
Kitchen Assistants:	Mrs. Frances Dunn, Mrs. Chris King
Cleaner:	Ms. Tracy Collins, Ms. Nicky Dorling



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Our Governors

Mrs. Helen Barneveld	Community Governor	Chair of Governors
The Venerable Doctor David Jenkins	Foundation Governor	Vice Chair
Mrs. Chris Lawson	Headteacher	
Miss Ellie Bland	Staff Governor	
Mr. Terry Clements	LA Governor	
Mr. Dominic Watts	LA Governor	
Mrs. Alice Ward-Thomas	Parent Governor	
Mrs. Melanie Pusey	Parent Governor	
Rev. Jayne Buckles	Foundation Governor	
Mr. David Muskett	Parent Governor	
Mr. Michael Batty	Community Governor	
Vacancy	Parent Governor	



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The School

Great Whelnetham Voluntary Controlled School is a Church of England Primary School for boys and girls within an age range of four to nine years. Children are admitted in the September following their fourth birthday and there is the option for them start full time straight away. They leave at the end of the school year in which they have their ninth birthday. From here most children progress to Hardwick Middle School, which in turn feeds into King Edward VI Upper School, both in Bury St. Edmunds.

The school serves the villages of Great Whelnetham, Sicklesmere, Stanningfield and Nowton, although many children from outside this catchment area are admitted as well. It is located in the centre of this area, very close to St. Thomas a Becket Church, with which it has strong ties.

There has been a school in Great Whelnetham on the same site since 1849, which is when the original building (now housing Cygnets Childcare) was built. Two classrooms were added in 1954. A recent extension has added a fourth classroom, a library and even more recently a good sized hall and an office have been added. A fifth classroom has been created through remodelling an activity area.

Adjacent to the school buildings there is a large grass playing field which includes a football pitch, and activity area. There is also a spacious hard surface playground, a quiet area with a variety of seating areas, a garden where our chickens live and a wooden activity area.



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The school has five classes, with small numbers in each. This enables staff to ensure that children are able to have individual help which is so important during a child's early years in education. Children progress through the school according to age and ability. The first three classes are for children aged from 4 to 7 (the age group from 5 to 7 is called Keystage 1). The next class is for children aged 7 - 8 (Year 3) and the next class is for children aged 8 - 9 (Year 4). These 2 classes comprise lower Key Stage 2. Our school role is approximately 95 children, so we are able to ensure that numbers in each class are small. The adjoining Cygnets makes provision for children from 2 years 9 months and also provides before and after school care. **Our class names are: Foundation - Wrens, Year 1 - Larks, Year 1 /2 - Robins, Year 3 - Kingfishers, Year 4 - Owls**



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School Session Times

Earliest time to arrive	8. 55 (member of staff on duty in the playground from now. If the weather is bad, children read in their classroom)
Quiet reading in Wrens Class	9.00 Wrens Class children and parents invited into the classroom for a quiet reading session to begin the school day.
School begins	9.05
Morning break	10.30 - 10.50
Lunch	12.00 - 1.00
Assembly	1.05 - 1.25
Afternoon break (Wrens/ Larks/Robins Class only)	2.15 - 2.30
School ends	3.25

The school is open five days a week for two sessions daily. The teaching week, excluding assembly, registration and playtime, is:

Keystage 1 (ages 5-7) $21\frac{1}{4}$ hours

Keystage 2 (ages 7-9) 24 hours



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The Early Years Foundation Stage

Nursery and Reception children follow the final year of the Early Years Foundation Stage Curriculum which is based on the QCA guidance for the Foundation Stage and "The Next Step" Early Years Curriculum Guidance for Suffolk.

Our aim is to provide quality learning experiences both inside and outside for all the children; learning that is well founded in teacher observation, balanced, relevant to the child and related to the real world. The Early Years Foundation Stage Curriculum is divided into four areas of learning. Every day your child will have the opportunity to experience a cross-curricular approach to:

Personal, Social and Emotional Development

We encourage children to develop confidence, teamwork, playing together and considering the feelings of others. We promote the development of good behaviour and manners and help the children develop a further awareness of themselves.

Communication, Language and Literacy

We encourage children to speak clearly and to listen to each other. There are many opportunities to join in with stories, poems, rhymes, songs and role-play. Children are taught to link sounds to letters and start to recognise the reception key words. From the beginning they are encouraged to develop an interest in books and will be introduced to reading activities appropriate to them. They are taught to form recognisable letters in cursive script, write their own name and are also encouraged to experiment with different writing materials so they can attempt writing for a variety of purposes.

Mathematical Development

Children are encouraged to acquire accurate mathematical language, for example, taller than, in front of, heavier than. They sort objects according to criteria such as size, colour, shape etc. There are opportunities to count objects, recognise numbers 1-10, write them and order them. They learn sequencing skills and explore pattern and shape. There are lots of practical activities to embed these concepts.



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Knowledge and Understanding of the World

Children are encouraged to use their senses and to describe and discuss what they see and discover. They are encouraged to ask questions about why things happen and how things work. They find out about past and present events in their own life. We use our school grounds, walks into the village, school trips, photographs, visitors, the internet and artifacts to find out about the world we live in. The children are also taught simple IT skills, using a camera and have the opportunity to use our good range of laptops and netbooks.



Creative Development

Children have many opportunities to express themselves through drawing, painting, collage and model making. They will work collaboratively with a partner or a group. They will learn and sing new songs and rhymes, play percussion instruments and recognise and explore how sounds can be changed. They will be encouraged to use their imagination in dressing up and role-play.

Physical Development

We provide opportunities to run, throw, catch and balance using both small and large equipment. Children are encouraged to travel around, under, over and through balancing equipment. There is one time-tabled games lesson a week and one PE session. They also use the enclosed patio and play area every day when the weather is fine, for ride on toys, role play, water and sand play, large construction toys, chalking and painting.

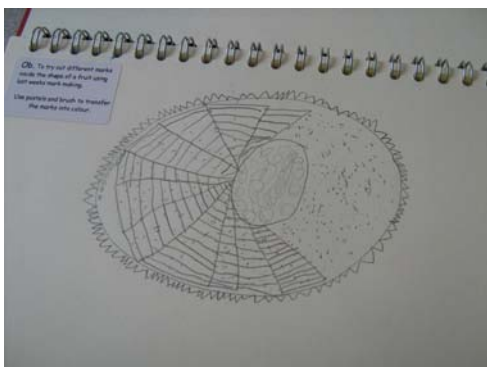


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School Curriculum

The children are taught the all subjects through a creative curriculum. The core subjects of English, Maths, Science and ICT are given emphasis to help the children to develop a depth of knowledge and understanding and to gain skills in these areas. There are objectives or goals setting out what children should know and be able to do at each stage in their schooling. These objectives are called Attainment Targets. For each subject there are descriptions of what the children should be taught to help him/her to achieve the Attainment Targets.

The creative curriculum allows the foundation subjects to link and be taught alongside the core subjects within themes. Therefore the children are able to link and connect their thoughts and learning experiences, covering History, Geography, ICT, DT, Art, Music, RE, PSHE and PE.



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Literacy

Reading, writing, speaking and listening are the cornerstones for the whole of the curriculum.

The aim is to teach children to read a wide variety of materials, both fiction and non-fiction. We use a programme of synthetic phonics which supports reading, spelling and writing skills.

We encourage children to read through the school library and book collections, through book fairs and special book weeks. Reading at home is absolutely essential and some English homework is set. Spelling tests feature in all classes.

Through the National Literacy Strategy children are taught to write in a grammatically correct manner with emphasis on spelling, handwriting and punctuation. They are offered a wide variety of opportunities to develop their writing skills including short and extended stories, poetry, plays, letters, factual writing and the design of posters.

Pupils are encouraged to use the spoken word in a suitable manner through the use of role-play, performance of plays, giving instructions, carrying messages, factual reporting, reading and reciting poetry and in general conversation. Listening skills are developed throughout the school.

Parents/guardians wishing to help their child should talk to their child; read to them and with them; and help them to learn their spellings



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Numeracy

Maths is taught in accordance with the National Numeracy Strategy. We aim to provide the children with a wide range of experiences through which they develop numeracy and mathematical experiences. A range of practical activities, written activities, investigative work and calculator work is incorporated into our daily routine.

The National Curriculum identifies 4 areas of study:

1. Using and applying maths
2. Number
3. Shape, space and measure
4. Handling data



Science

From the early years our science sets out to enable the children to understand the world in which they live by showing them how to investigate it.

Science teaching is based on the National Curriculum and aims to develop the interest, enjoyment and curiosity of the children. Science is an imaginative subject and finding out by trying out and making careful observations is of the essence. We try to teach in varied and interesting ways both within the classroom and by using our rich outdoor environment.

Children are encouraged to ask probing questions and are taught the skills of systematic enquiry which will help them suggest answers and find solutions to problems.



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ICT

Children are taught to use ICT equipment and software confidently and purposefully, to communicate and handle information, produce recordings and expressive work and to assess the value of ICT in their working places.

ICT is an ever-expanding and constantly changing area of our lives and the school considers it essential that children grow up using it as a tool for a variety of learning purposes.

Children, therefore, experience the use of computers from the start of their school lives and gradually learn a range of applications.

ICT has been and continues to be an area for school development with continued updating of resources and training for staff.

Music

During their early years at school, children are taught a range of skills encouraging sensitive listening as well as playing simple musical instruments.

They are progressively taught to understand the fundamental elements of music and hear how these are used in combination.

A Music Specialist teaches these progressions throughout the School. There is a school choir.



Design and Technology

With Design and Technology, children have the opportunity to design and make, investigate, disassemble and evaluate familiar products. They learn to use a range of materials and techniques, components and mechanisms, safely and effectively.

Children also examine existing products in order to assess their design quality.

Whilst DT is treated as a subject in itself, there are times when it is taught with other subjects, like ICT and art.



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Geography

In developing their geography skills, children are asked to show a sense of curiosity about, and responsibility towards, the environment. They are required to raise questions, make observations and collect evidence about the natural and man made world.



RE

Like all county and controlled primary schools, RE is governed by an agreed **Religious Education** syllabus. Broadly based, one of its aims is the promotion of the principles of a "democratic, multi-cultural society". Children learn to understand the nature of Christianity and of other principal religious traditions. The school's approach to RE is one which draws upon and contributes towards, wider personal, social and spiritual development.

Personal, Social and Health Education

PSHE helps to give our children the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. As such, children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. During KS1, children learn about themselves as developing individuals and as members of their communities, building on their own experience and on the early learning goals for personal, social and emotional development.

They learn the basic skills for keeping themselves healthy, through sensible eating and exercise. They learn how to keep safe and to behave in a sensible manner. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and adults. During KS2, children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their community. Children learn about the wider world and the interdependence of communities within it. They develop their sense of moral justice and responsibility and begin to understand that their own choices and behaviour affect local, national or global issues. They learn how to take part more fully in school and community activities.



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History

Children will experience study units on themes such as 'Victorian Britain', 'Local History' or 'Ancient Egyptians'.

They will develop a range of skills and knowledge to help them study history. These may involve recreating some situations or visiting suitable sites or museums. Understanding a 'time-line' and interpreting different kinds of historical evidence is also of great value. Sometimes, as when we study the locality of Great Whelnetham, connections are made between history and geography and they are taught together.

Art

The children have many opportunities to express themselves and communicate ideas and feelings through art and craft activities. They will use a range of media including painting, drawing, printing 3D work and textiles, clay and mixed media work. They will become familiar with the work of artists past and present and work from other cultures. Artists are invited into school on a termly basis and each year the children in Year 4 exhibit their work at Blackthorpe Barns..



Children engrossed in journaling with Rebecca Guyver

P.E. and Games

Physical Education covers gymnastics, games, dance, swimming and athletic activities. In all activities, we aim to develop teamwork and co-operation, to know the importance of practice, and to learn to be sympathetic to the abilities of others. We have a variety of coaches who visit the school. The school hall, the playing field and the playground are all used for P.E. and games sessions. KS2 children go to Bury Swimming pool once a week during the Spring Term. Here, the children learn water safety and how to improve their swimming strokes and confidence.

We have achieved Activemark status. This is because at least all of our children take part in at least 2 hours of high quality PE and school sport per week. It also reflects the commitment the school has to offering new and enhanced sporting activities to the children. An Ipswich Town football coach provides games coaching for each class on Friday mornings.

We also have weekly clubs after school.



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Collective Worship

As a Church of England Voluntary Controlled School, assemblies are of a broadly Christian character and follow a sequence of themes. Worship is an important time of the day when the whole school comes together.

Usually assemblies take place in school, but sometimes assemblies take place in the church or other visitors from the community conduct them. Assemblies include a time of prayer or reflection and constitute an "Act of Worship".

Parents have the right to withdraw children from RE or collective worship. It is helpful if such requests are made to the head teacher in writing.



Special Educational Needs

The school adopts a positive approach to all individual learning needs, and this is particularly the case with children who may require additional support for their learning. At some point during your child's time at school, he/she may show signs of needing extra support in his/her work or behaviour. We will share our concerns with you and hope you will do likewise as early as possible so that we can work together to assess and meet the individual needs of each pupil. This process is assisted by the Advisory Teacher for Learning Support and uses the 'record of support' to assist planning and the review of progress.

The school's Special Educational Needs Policy explains the procedures for monitoring children's progress, the way the school implements the Code of Practice and the current level of provision for Special Educational Needs. This information is available for parents at school.

MOST IMPORTANTLY we hope that if parents have any concerns regarding their children that they will contact the school as soon as possible.

Very able children

Many children show a particular aptitude for certain areas of the curriculum and we try to ensure that individual programmes of work enable all children to achieve excellence.



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Partnerships with Parents

Parents are always welcome in school, and staff like opportunities to share thoughts and feelings about the way their children are developing. The school encourages parents to take part in everyday school life wherever possible as this support and involvement enhances the learning process. Parents are involved as classroom assistants, midday supervisors and governors and as volunteers to assist with school visits, swimming, reading, after school activities and as fundraisers through the PTFA.



One of our mums helping on themed days.

Formal interviews between teachers and parents take place during the year, offering the opportunity to discuss your child's progress and future targets. Parents of children with particular learning needs will be offered opportunities to discuss the child's 'Record of Support'.

School Council

The purpose of the School Council is to provide a forum for the children to raise items of concern or interest, and take part in agreeing any resolutions or activities. Children elect members of the school council each year and these representatives of each class meet each half term.

Extra curricular activities

Throughout the year various clubs and activities are organised by the staff. Some of these take place at lunchtimes whilst others are after school. Sometimes specialist teachers or coaches visit the school to lead some of the activities. The activities provided recently are: football, gymnastics, Chinese, French, art and choir.



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Code of Behaviour

Staff use an assertive approach to managing behaviour based upon a system of rewards and consequences which have been discussed and agreed with the children at the beginning of each year. The emphasis within this is upon rewarding positive behaviour (catching them doing it right), rather than catching them doing it wrong.

When children do not respond to this approach and persist with negative behaviour, they will be reminded of the consequences and invited to make a choice about their behaviour in the light of these consequences. Such instances will include the need to discuss behaviour with the teacher (or head teacher), the loss of play or personal time, or the discussion of the behaviour with the parents. 'Circle Time', is used as a forum for open discussion of right or wrong and often helps resolve disputes or real or perceived injustices. We commit curriculum time to this process.

In the unusual circumstances of extreme behaviour occurring, it will be made clear that it is entirely unacceptable, parents will be contacted and encouraged to work in partnership to address the situation.

If the behaviour persists, then an Individual Behaviour Plan will be drawn up and shared with parents. This will make clear the targets for improvement, the strategies to be employed and the roles that various adults will play.

The behaviour policy is available from the school office and on the school website.



School Prefects



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School Clothing

We have a simple inexpensive uniform and expect all children to wear it. School is a working environment and it is important that children are dressed in an appropriate and practical way. When children wear a uniform it helps to foster a sense of pride in belonging to their school.

The school colours are royal blue, white and grey. In the winter children wear grey trousers or skirts, white shirts or blouses, and royal blue school sweatshirts. In the summer girls wear blue gingham dresses or navy shorts, and boys wear blue or grey shorts and polo shirts. Sweatshirts, summer hats, reading book bags, and swimming and P.E. bags are available from school. Please ask in the office for details. PE kit should consist of T-shirt, shorts and trainers in a bag. A spare pair of trainers is optional for outdoor activities. Swimming kit (including hats for girls) will also be required. All children need an overall for art and craft activities. An adult's old shirt with the sleeves cut short and elasticised and a tab for hanging up is perfectly suitable. All clothing **must** be named, preferably with sewn. Finally we ask that trainers are NOT worn for school, although children are allowed to wear them for playing games at playtime if they wish. We also ask that children have a pair of Wellington boots that can be left at school. These may be used for gardening and also during playtimes when it has been wet.

School Visits

School visits are an important part of the education we offer. Recent trips have included Rougham Barns, Hollowtrees Farm, The Suffolk School's Farm Fair and the East Anglian Rural Life Museum. Whenever children are taken out of school, parents are notified in advance as parental permission is necessary. Parents may be invited to make a voluntary contribution towards the cost of some activities such as visits. Children whose parents do not contribute will not be excluded from the visit. However, if a proportion of parents do not contribute then the activity may not take place. We are always keen to recruit parent helpers for any out of school trips.



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At Playtime

Should your child want a snack at playtime, they are allowed a piece of fruit or vegetable. We belong to the national fruit and vegetable scheme which ensures all KS1 children have a free piece of fruit each day. Drinking fountains are provided but we do encourage children to bring their own waterbottles.

Food for Life

We have recently achieved bronze Food for Life accreditation and a team of children are working towards the silver award along with adults.

School Meals

Children can either have a school lunch or bring their own packed lunch. School lunches are nourishing and well-balanced and are of a type which appeals to children. Your child may bring a drink (no fizzy drinks please) to have with their meal if you prefer this. Parents receiving Income Support or Income Based Jobseeker's Allowance are entitled to free school meals. A form is available from the school.



One of our grandparents who shared lunch on 'Invite your Grandparents to Lunch' day.



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Personal Belongings

Jewellery and hoop-type earrings for pierced ears are not allowed. Stud-type earrings are permitted, but the children must be able to remove them themselves before PE and swimming. Children can bring a small toy to play with at playtime, although shared toys are provided. No responsibility can be accepted by the school for toys brought to school.

Medical Aspects of School Life Health and Welfare

Medical screening tests are carried out by the school nurse for hearing, sight, height and weight, during the reception year. Parents will be informed, and are welcome to attend. The school follows the Suffolk County Asthma policy.

The school may advise that if children are unwell, they should not attend school until they are completely well. Minor cuts and bruises will be dealt with at school by a first aider, but parents will be contacted via the emergency home contact system in the unlikely event of this being necessary.

There is a no smoking policy in all areas of the school which parents and visitors are asked to observe. Health and Safety checks are carried out regularly on school and playground equipment. Fire drills are held so that children and staff become familiar with the routine.

There is a security lock on the entrance door and to ensure children's safety all visitors are required to report to the school office. Badges are provided for all visiting adults on site.

Medicines

When children are required to take prescribed medicine during school hours it should be marked with the child's name and clearly labeled with precise details of timing and dosage accompanied by a permission slip (available from the school office). The medicine should be handed over personally to the class teacher. We do, however, reserve the right not to agree to administer medicine if there is any doubt.



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Absence

By law we need to know the reason for all absences. Please help us by telephoning on the first day if your child is ill.

If your child is unable to attend school, we ask parents to ring the office before 9.15 a.m. on the first day of absence.

To ensure your child's safety, a member of staff will ring home if no call has been made, by 9.15 am.

Absences may be authorised for sickness or any unavoidable cause, religious observance, or where the L.A. has failed to provide transport. Absences may also be authorised for other reasons - please contact the Head teacher, but the decision to permit authorised absence is not made lightly. In line with the other Bury schools, the principles for absence are as follows:

- If parents are unable to take a holiday at any other time (e.g. agricultural workers, or where a parent has just returned from a long period of absence from the family).
- Absence will not be granted simply because holidays are cheaper or because it is more convenient.

Children attending school will be expected to take part in P.E., games and swimming unless this is against the advice of a Doctor.

Homework

We encourage all children to read books at home and ask parents to help them with this, and to write comments in the home/school reading log. At times they will bring home some maths to do with parents. This tends to be a practical task, perhaps a game or some weighing or work with money. As children mature we will ask them to practice number bonds or tables at home, and parents can be a great help with these. After discussion with parents it was decided that children should be given a small number of spellings to learn each week at home and school. Children begin these as soon as they are ready - generally in their first or second term at school. We must emphasise that all these activities are designed to support the work we do in school and are not meant to place undue pressure on children.



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Severe Weather

Sometimes it happens that bad weather overnight will prevent the school opening. On such occasions schools have an arrangement with Radio Suffolk (F.M. 104.6) and Heart FM (F.M. 96.4) to broadcast, early in the morning, information about school closures

Parents

We firmly believe that the education of the child is best developed from a strong partnership between home and school. As a school we make every effort to build and maintain good relationships with parents, and to ensure we communicate effectively with them. Newsletters are either emailed to parents or sent home regularly to keep parents informed about all aspects of school, and a large parents' noticeboard is situated in the front entrance area. We also have a school to parents texting service which can be used as an immediate method of contact and has proved very popular. We believe that parents should feel that school is a welcoming place and that the teachers are approachable. We share your interest in your child and are always prepared to listen to any concerns whether large or small.

We can be contacted before or after school, or during the day for something urgent.

Complaints Procedure

With a strong partnership between parents and staff we hope that any difficulties will quickly be resolved. If there is a problem our Governors have a set procedure to deal with this. In the first instance particular problems should be referred to the class teacher and then to the Headteacher, who will try to sort it out informally. If, however, the issue cannot be resolved in this way, it may be referred first to a panel of Governors of the school, and, as a last resort, to the Local Authority for formal consideration. Further details of the authority's procedures may be obtained from the Headteacher or Area Education Manager.

Open Days and Evenings

Two formal meetings are held each year, in the Autumn and Spring terms, when parents can discuss their child's progress with the teacher concerned. Parents and teachers find these meetings very helpful. Appointment times are very flexible to accommodate the time-table of most parents. All children receive a written report during each school year.



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Child Protection

Our school takes the safeguarding and welfare of it's pupils very seriously.

If the school works in partnership with parents to support children in every way possible. If, therefore, concerns are raised within the school or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would have to be referred to Social Services in line with Suffolk policy.

The Headteacher is the person responsible for co-coordinating the school's Safeguarding Policy. The policy is available on request.

Accidents

In all cases of emergency the Head teacher will endeavor to get in touch with the parents concerned, but if this is not possible she will act on the advice of the Medical Officer consulted. Several members of staff have recently received First Aid training from St. John Ambulance trainers.

Access to Documents

Current legislation requires certain documents to be available for public access. If you wish to study these, please apply to the Headteacher, who will be happy to arrange an appointment for you. These documents include Statements of Curriculum Policy, Statutory Instruments, Schemes of Work and Minutes of Governors' Meetings.

Home Contact System

A form will be sent home at the beginning of each school year on which emergency contact numbers must be given and returned to school. We ask that we are kept informed of any changes to these details.



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PTFA

The school is fortunate to have a hardworking PTFA and we value its contribution highly. Fund-raising events are held throughout the year and the money raised provides the children with a variety of equipment, funds visiting theatre groups and also helps with school trips. The Association provides an important link between teacher and parents enabling them to mix socially, as well as helping to meet children's educational needs. All staff and parents are automatically members. The Annual General Meeting is held in October, and we are always keen to have some new committee members each year.

Helping in School

Many parents help in school in a variety of ways and we are extremely grateful to them for this. If you feel that you can help on a regular or occasional basis please speak to one of the teachers who will be only too pleased to suggest what you could do. Not only will this be a great help to us, it will give you a greater insight into what goes on at school!

.....Finally

If there are any matters which you would like to discuss, please do not hesitate to contact us. We value the help and support that parents provide and welcome your participation in school activities.



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Mission Statement

We aim to provide an education of the highest standards within a happy, caring, Christian environment in which all may grow in knowledge, self-confidence and their respect for others.

To achieve this...

We want our school to be a learning community for everyone. Therefore we aim:

1. To provide a secure, caring and welcoming environment, where children can learn to grow and work independently.
2. To enable the children to become confident, enthusiastic and respectful, whilst maintaining an awareness of others.
3. To provide all pupils with a broad, balanced and creative curriculum ensuring progression, continuity and an understanding of individual pupil's needs whilst striving to achieve the highest possible standards.
3. To help the children feel proud of themselves, their school and their learning.
4. To develop in pupils a sense of responsibility for themselves and the choices they make.
5. To enable the children to develop understanding and respect for religious, moral and cultural differences within our community.
6. To maintain a strong, positive partnership between home and school and to forge close links with the church and local community and enlist their support in helping the school fulfil its aims.



Great Whelnetham CEVCP

We recognise the value of the following by Dorothy Law Holte:

A Life In Your Hands

If a child lives with criticism, he learns to condemn;

If a child lives with hostility, he learns to fight;

If a child lives with ridicule, he learns to be shy;

If a child lives with shame, he learns to feel guilty;

If a child lives with tolerance, he learns to be patient;

If a child lives with encouragement, he learns confidence;

If a child lives with praise, he learns to appreciate;

If a child lives with fairness, he learns justice;

If a child lives with security, he learns to have faith;

If a child lives with approval, he learns to like himself;

If a child lives with acceptance and friendship, he learns to find love in the world.

We are proud of our school and ensure it is a place where everyone is valued and behaves with respect and consideration towards others.

