



The Federation of Brampton and Ringsfield Church of England Voluntary Controlled Primary Schools

Prospectus 2015/2016

Headteacher: Mrs Vicky Allen

Chair of Governors: Mr Rod Kay

**Brampton CEVCPrimary School - 5-11 years. Number on roll
72.**

**Ringsfield CEVCPrimary School – with Nursery -
2 - 11 Years . Number on roll - 94**

Both settings are Voluntary controlled Church of England
maintained Schools.



The Federation of Brampton and Ringsfield CEVC Primary Schools Headteacher: Mrs Victoria Allen



Southwold Road, Brampton
Beccles, Suffolk NR34 8DW
Tel/Fax 01502 575287

e-mail: brampton@hotmail.com



School Road, Ringsfield
Beccles, Suffolk, NR34 8NZ
Tel/Fax 01502 713030

e-mail: office@ringsfieldprimaryschool.org

Dear Parents and Carers

The children, staff and governors of the Federation would like to welcome you to our popular village schools. We have so much to offer, enthusiastic, happy children, supportive, dedicated staff, in school where we promote creative, challenging and imaginative learning. Every child matters and in our small school environment, every child is known and their individual needs are met. Our excellent staff are caring and committed to providing quality learning experiences for all.

The positive learning environment offered at Brampton and Ringsfield is reflected in the number of 'out of catchment' children who attend our schools. Standards and pupil progress are very important and our last, very positive, Ofsted report clearly reflected this. We also value greatly our outdoor learning environment, where in both school we have school gardens, wildlife areas and outdoor classrooms.

It is important that we work in close partnership with you, to benefit your child. There will be many opportunities in the future for you to visit the school and share in our activities and we look forward to seeing you here.

This prospectus is aimed to give you an overview of the school and the way it is organised and run, if you do have questions please do not hesitate to contact the school. We hope that you and your child will be very happy with us and enjoy being part of our school community.

Mrs V Allen
Head Teacher

Our school – Growing, learning and achieving together.

School vision

We are a growing community, which inspires a love of learning to bring out the best in everyone in order to achieve excellence. So we invite you to GROW WITH US

Aims

At our school we aim to:

- Promote and offer opportunities for the learning partnership between children, parents, teachers and governors
- Enable each child to achieve his/her full potential through a broad, balanced and engaging curriculum
- Encourage each child to develop a sense of self-esteem, self-discipline, personal responsibility and respect for others
- Maintain strong links with the church and local community and ensure that the school continues to be seen as an essential future asset for the villages
- Promote spiritual awareness and respect for all other religions, races and cultures
- Provide a stimulating, safe and secure environment, which fosters a sense of pride and ownership in the school
- Provide a broad range of challenges and experiences in order to enhance the confidence, knowledge and skills of our children in order to prepare them for the next phase of their education and the world of work.
- To work with other local schools to develop social, educational and sports opportunities in a wider context

Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and relate those to our Christian ethos. We would like children to become aware of and involved in the life and concerns of their community and society, and so to develop their capacity to be active and effective future citizens.

Our key values are:

Friendship: We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.

Kindness: We show care and concern and exercise good will towards others. We promote inclusion and appreciate and value the diversity of people's circumstances and backgrounds.

Truthfulness: We teach children to have the courage to face the truth and to do the right thing because it is right.

Creativity: Creativity involves imagination, originality, divergent thinking, and problem solving.

Perseverance: We maintain a 'can do' attitude and aspire to achieve goals.

Responsibility: We are responsible for our own actions and our own choices

The other values for life we focus on are:

Courage, peace, trust, forgiveness, justice, thankfulness, compassion, hope, humility, generosity, respect and reverence, wisdom, service

Our Mission

Achievement: by providing children with a variety of experiences and a broad, balance curriculum to equip them with skills for the future

Creativity: by encouraging opportunities for creative thinking in all areas of learning

Happiness: by looking after the emotional and spiritual well-being of each member of the school community

Inspiring: by introducing them to the wonders of the natural and man-made world, how different people live and be creating a desire to find out more

Excellence: by striving for excellence in everything we do

Values: by learning from and about our Christian values and how they fit with a multicultural modern Britain

Expression: by giving plenty of opportunity for our whole community to express themselves

What is special about our schools?

- Mixed age teaching groups provides support and challenge at level appropriate to children's needs
- Enthusiastic class teachers with part time specialist teachers and sports coaches to extend the curriculum high levels of support staff cater for individual needs and small group work
- A lively and creative curriculum
- Beautiful grounds with weekly opportunities to work outside in our outdoor classrooms
- Excellent computing resources with pupils participating in national programming events
- Emphasis on working together – children involved in planning, setting targets and reflecting on personal progress as well as an active whole school forum
- Church of England schools with links with local church and St Edmunds Cathedral
- Musical opportunities- children can learn to play the piano, guitar, recorder and learn an instrument as part of a class
- Strong support team providing intervention to support learning, including specific learning difficulties and challenge for more able children

Highlights of 2015-2016

Two visits to London – Year 1 and 2 to the London Eye and London Aquarium, Year 5 and 6 to the British Museum

Visits to Colchester Castle and Sutton Hoo

European Day of Languages

World Book Day

Tag rugby tournament runners-up

River trip

Residential visit to Eaton Vale

Gardening workshops

Christmas Performances of Robin Hood

Whole Federation trip to the theatre

Benjamin Britten celebrations

Harvest Festivals

Valentine and Easter disco

THE CHURCH

As a Voluntary Controlled Church of England Schools, collective worship is in accordance with the doctrine of the Church of England. We have very strong links to our local churches – St Peters and All Saints. Canon Nelson visits us once a week for a thought provoking assembly. We all enjoy going to the church for special services such as Harvest, Easter and a Leavers day when the children enjoy the sense of place and occasion, as well as being part of the wider community. We say a prayer at lunchtime before we eat.

We still follow the national curriculum including teaching about a variety of beliefs in religious education lessons including humanist ideas.

ECO SCHOOL

We are committed to the values of the eco-school award. At Ringsfield School we have solar panels which we use for a variety of school objects. In both schools some of curriculum is taught through the garden. Both schools have eco-committees, with children being voted on each year.

Parents in partnership

We welcome parents and carers into our Primary Schools believing we are partners in the education of your children. There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school. If you are able to help, please talk to your child's teacher.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through our monthly newsletter, questionnaires, workshops and informal social events. Parents are invited to Friday assemblies, and to Parents' Evenings twice a year. Every year parents and others are invited to attend our Annual Open Day and Sports Day as well as children's performances. Staff will always be happy to meet with parents and carers to share any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties. The School's website has a wealth of information including our newsletters, class newsletters and copies of key policies.

PARENT FRIENDS ASSOCIATION

The PFA exists to support the life and work of the School and is open to all members of the school community. The Association provides invaluable support to the school through organising many social and fundraising events to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will be able to add your support to the work of the Association.

PARENT'S AFTERNOONS/EVENING

Parents are always welcome in school but more formal interviews take place during the autumn and spring terms. These meetings are a valued method of liaison and an opportunity to talk about progress, share successes and voice any worries or concerns of parents or teachers. During the summer term parents are invited into school during a working afternoon to see what has been achieved during the school year. Towards the end of the summer term school reports are sent home to parents.

PARENT VOLUNTEERS

We welcome parents to work alongside the staff in school and such involvement is invaluable for all concerned. There is an open invitation for parents to let us know when they can come and how they can help.

All volunteers working in school are required to have an enhanced Disclosure & Barring Service check (formerly Criminal Records Bureau or CRB).

BECOME A GOVERNOR

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Church, the Local Authority and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least twice each term and committees meet in addition to main body meetings.

If you are interested in becoming a school governor, please contact the Headteacher to find out about any vacancies and ask for a Governor's Information Pack.

Joining the school

ADMISSION ARRANGEMENTS

Administration of admission arrangements to County Primary Schools is dealt with centrally by Suffolk County Council. A booklet 'Schools in Suffolk', setting out the Reception admissions procedures and criteria for each school, together with an application (Common Admission Preference Form) is available from the County Council Admissions Team. Completed forms, or online admissions must be returned to the School Admission Team or first preference school by the submission date in the Autumn Term prior to starting.

Parents and carers of children seeking to join the school in other years should in the first instance contact the In-year Admissions Team of the County Council on.

The Federation of Brampton and Ringsfield CEVC Primary Schools welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

ADMISSIONS POLICY

Suffolk County Council is responsible for admissions to the school and full details of the admissions policy, procedures and Suffolk's co-ordinated admissions schemes are set out in the 'Schools in Suffolk 2016/2017' booklet.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of Brampton Primary School this is 12 in each year group and Ringsfield this is 10. This figure is set by the Local Authority (LA) and agreed with Governors and Headteacher. If the number of children wanting a place is below the set figure, your child will be offered a place. There may, however, come a point when there are too many children of that year group for them all to be given a place. If a place is not available on application you have the right to appeal to Suffolk County Council Education Authority. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the Admissions Team via the County Council website: www.suffolk.gov.uk

School Organisation

Children are taught in 3 Key Stages in Primary school; Early Years Foundation Stage, Key Stage One and Key Stage Two. In both schools we organise the children into four classes:

- Early Years Foundation stage, – Pre-school, Nursery and Reception or Reception
- Key Stage 1 – year 1 & 2
- Key Stage 2 – year 3 & 4
Year 5 & 6

Ringsfield School has both a Pre-school and a Nursery but Brampton School starts at Reception. We believe that having the mixed ages in a class can make the learning more exciting and richer. Teachers work together with the parallel class from the other school to share resources and plan. There is a lot of communication and experiences shared across the Federation, across the Key stages and across the classes.

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

In the term prior to their entry, teachers and teaching assistants will come to visit the pupil in their own home. We believe that this helps the children feel more relaxed and supports the teachers to find out about them. The pupils are then invited into school for visits. This will help them become familiar with the surroundings and routines of school. During this period, there will be meetings for parents to discuss our partnership with you and talk about any concerns you might have.

Pupils will be admitted to Brampton and Ringsfield CE Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Brampton and Ringsfield primary School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, class teachers run workshops about the curriculum and how parents can help their child at home.

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in

before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school.

The large majority of children go on to Sir John Lemman High School, a mixed comprehensive school in Beccles. We have strong links with Sir John Lemman through the curriculum and community events. Year 6 pupils make several visits to their new High School during their final year as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.

SCHOOL LIAISON

As both Brampton and Ringsfield are relatively small schools we prioritise working with other local schools, in particular our near neighbours Southwold and Barnby and North Cove. Throughout the year the children will meet with children with the Federation or wider community, providing the opportunity to work on shared projects and experiences, also a chance to share staff expertise, resources and transport.

The children have plenty of opportunities to meet and work with children of their own age from our Beccles Partnership Schools through many different curriculum areas especially sport. We also have links with Bramfield, Yoxford, Peasenhall and Middleton.

STANDARD ATTAINMENT TESTS – SAT'S

Children in year two take SAT's papers at the end of key stage one and along with teacher assessment a picture of children's achievement is built. In the summer term, year four pupils take the optional SAT's. These assessments give staff, pupils and parents, an indication of pupil's level of achievement and understanding reached and also enable us to target pupils' individual learning needs.

At the end of year 6 pupils work hard for their statutory tests. We prepare the children well throughout all the time they are at school with us, but especially in year 6. There is plenty of support for children of all abilities. We have a group for more able students who work with other children of similar abilities from our family of schools. We also run before and after school clubs as well as an Easter holiday revision club. When the week finally arrives we even offer breakfast.

BROAD AND BALANCED CURRICULUM

Academic achievement is given a high priority at Brampton and Ringsfield Primary Schools. We have high expectations for our learners in the core subjects of English, maths, science and computing

At the same time, we equally value a broad and rich curriculum that gives all children the opportunity to develop and shine in all areas of learning.

Teachers plan using a curriculum map which structures learning across the school and over the year. The curriculum map helps teachers organise the curriculum into themes and to make links between different areas of learning. Teachers use the curriculum map flexibly, adapting it to meet the needs of each class or to make the most of opportunities that come along.

We also have special weeks or themed days during the school year which promote and inspire a particular aspect of learning, for example we organise a Science Week, Book Days, Language Themed Days and Arts Events. Each term we also link up with children from our federated partner school for special, themed days that tie in with our curriculum focus. A range of exciting events are organised during these special occasions and many members of the school community become involved, helping to make them a fun and memorable time for all the children.

We have developed and organised the curriculum at Brampton and Ringsfield Schools to make learning exciting, meaningful and memorable for our learners.

LOCKING IN LEARNING

Children's learning in each area of the curriculum is organised into units. Each term, there is a class curriculum theme and many of the units are linked to this theme. At the start of the term, the theme is introduced to the children with a special event or activity that opens up the learning theme to inspire and engage the children. At the end of the term, the learning around that theme is brought to a conclusion with an event that celebrates the children's achievements and locks –in the learning.

A CREATIVE APPROACH TO LEARNING

Staff use a range of creative approaches to provide children with a stimulating variety of learning experiences. Children experience learning sometimes working independently and sometimes working collaboratively with others. We value children learning skills (such as how to work as part of a group or how to use the internet to research a topic) as much as learning knowledge and facts. Our children develop an understanding of themselves as learners so that they not only know what they are learning but also how they are learning. We use a learning-behaviours wheel model to teach children about the skills needed to be a successful learner.

A FLEXIBLE APPROACH

We take an innovative approach to learning and are responsive to needs and opportunities that arise. In this way we can keep learning exciting and relevant for our children.

One of the benefits of being small schools is the relationship the staff build with children. Staff at Brampton and Ringsfield schools pride themselves on knowing the children that we teach really well. As such we are able to provide a tailored curriculum, suitable for the needs and abilities of each child. In this way, we continue to strive to bring out the best in everyone.

LEARNING BEYOND THE CLASSROOM

We make the most of opportunities to take learning beyond the classroom. We are in a beautiful, rural location with many interesting places on our doorstep, or a bus ride away. We make frequent use of the local area and the school grounds to enhance children's learning.

Children in Years 4,5 and 6 go on residential camps with children from our wider family of local schools, which give them learning opportunities beyond those we can provide in school.

We also like to invite visitors into school for the children to meet and learn from. For example, local artists have led workshops for our children, and help to run our thriving school garden. We know that these experiences really interest and inspire our learners.

PHONICS AND READING

Phonics is the teaching of the sounds in words and the letters used to represent these sounds. We place a huge emphasis on teaching children a thorough understanding of phonics as it is the key that unlocks reading and lays the basis for subsequent learning. We use the Letters and Sounds Scheme starting in Nursery and Reception and continuing throughout Key Stage 1 with daily, focused lessons. Children take a phonics test at the end of Year 1 to judge their progress. Our aim is that all children will have a sound, secure understanding of phonics by the age of 7. Some children need continued support with the learning of phonics as they move into Key Stage 2 and these children are supported with small group interventions until their knowledge of phonics is secure. Every year we organise a meeting for parents to explain our approach to teaching phonics so that you can become familiar with phonics and support your child at home.

Children at Brampton and Ringsfield Primary School are avid readers and reading is highly valued. We encourage our children to read every day and to share their reading with their teacher and classmates. We hear children read regularly in school through guided reading and 1:1 and we encourage parents to get involved at our weekly Reading Café. We also organise an annual Book Day when children dress up as their favourite book characters and special activities are organised.

WRITING, GRAMMAR AND PUNCTUATION

Good quality writing is expected of children throughout all areas of the curriculum. Teachers plan meaningful, engaging activities that support children's development and

encourage them to write. Where possible, children are given 'real' contexts for writing – such as by sharing their writing with children in their federated partner school – as we find that this helps motivate children. Similarly, writing is linked directly to our curriculum theme or topic. Big Writes are used in Key Stages 1 and 2. During these sessions, the classroom is transformed with lowered-lighting, music is played and special paper and pencils are given to inspire children. These sessions allow children to write extended pieces of work, such as a lengthy story or a complete explanation text. Extended science lessons each week also allow children to respond fully in writing to their learning in science.

Children are taught spelling, grammar and punctuation explicitly to support their development as writers and to prepare them for the Grammar, Punctuation and Spelling Test at the end of Year 2 and Year 6.

MATHS

We want all children to have the opportunity to enjoy mathematics and study it with confidence and a sense of achievement. We wish them to achieve a high standard in numeracy, develop a range of other mathematical skills and apply these skills with confidence and understanding when solving problems.

Children are given challenging and rewarding tasks to complete. They are encouraged to apply their mathematical skills and knowledge to practical, problem-solving and investigative tasks and activities. This promotes their thinking skills and challenges them to apply the maths they have learnt, to draw links between different aspects of their learning and to consider alternative solutions.

Children are also encouraged to work collaboratively, sharing ideas with a partner or group and discussing their results, recording these in written, oral or pictorial form. This varied approach to Mathematics and the breadth and creativity of the work promotes both understanding and enjoyment in the subject.

SCIENCE

We put emphasis both on skills and on knowledge in the new national curriculum.

We want all our children to be inquisitive about their environment and how and why things work the way that they do. We aim to give children the skills to interpret this information and to use it as a basis for further investigation. All children will be encouraged to communicate their discoveries through a variety of means including diagrams, written work, drama, presentations and through ICT. We believe that children need to begin to understand how all living things are interrelated as well as the effect that man has on the environment

COMPUTING

We believe that teaching computing is a core priority. We want to prepare our children for a rapidly changing technological world. ICT is embedded throughout the curriculum and children are given access to computers and the internet as part of their ongoing, continuous provision in each class. Children are taught coding and programming, some of the oldest children take part in a national programming competition each year. Children are taught the skills to make use of the internet and specific software packages and to help them to stay safe online. It is our aim that our children are given positive experiences which enable them to become confident and critical users of this technology. All children have access to our schools' password-protected, safe learning platforms. These are areas where children can communicate with each other, upload

their work and further explore the things they are learning about in school. In addition, all children have membership of a specialist maths website (MangaHigh) and an online learning resource (Espresso) which they can access both at school and at home

VISUAL & PERFORMING ARTS AND MUSIC

We value the visual and performing arts. We employ a skilled, specialist art teacher to teach this aspect of the curriculum and also work with visiting artists. We submit work each year to local competitions and our children's artwork can be seen hanging on the walls in the Kings Head Hotel in Beccles.

As well as learning music through the curriculum, many children access instrument tuition and musicians regularly perform in school assemblies. Our schools regularly participate in local events – such as the Celebration of Schools Music at Snape and Dance Festivals in the county. We know that taking part in a school performance can be a highlight of a child's school experience and a memory that will stay with them for life. As such, each year the whole school comes together to produce a special performance at Christmas.

Religious Education

Brampton and Ringsfield Primary Schools are Church of England Schools. Our core values are based on Christian values. Through RE we aim to teach children both about religion and from religion. Children learn about Christian values and teachings and compare these with the teachings and values of other major World religions. They ask big questions and share their own thoughts, feelings and beliefs in an atmosphere of respect and understanding.

If parents wish to withdraw their child from religious education requests are to be made in writing to the head teacher.

HISTORY AND GEOGRAPHY

We believe that study of Geography should inspire in children a curiosity and fascination about the World and its people that will remain with them for the rest of their lives. Geography equips children with an understanding about how people interact with the places in which they live and of the physical processes that affect the World.

We believe that the teaching of History should inspire children's curiosity about the past and equip them with the skill they need to ask perceptive questions, think critically, weigh evidence, sift arguments and develop a sense of perspective and judgement.

At Brampton and Ringsfield Primary School Geography and History are frequently taught through Literacy and these subjects form the basis of many of our termly topics. This gives the children the time and structure they need to explore and become immersed in the subject.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

Our PSHE curriculum aims to equip our children with the life skills they need to grow and flourish as individuals and with each other in society. Our lessons include the Social and Emotional Aspects of Learning (SEAL), which explicitly teach the skills they need to manage friendships, resolve conflicts, set goals and feel positive about themselves. Our PSHE lessons cover drugs and medicine education, financial education, the importance of a healthy lifestyle and sex and relationships education. Our aim is to enable our children to be able to understand others, manage risk and make positive choices in their lives.

Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

MODERN FOREIGN LANGUAGES

Children at Brampton and Ringsfield Primary Schools learn French throughout Key Stage 2. French lessons are fun and action-packed: we learn through games, songs, actions, role-play and through listening, speaking and writing activities. Our aim is to enable children to be able to express themselves and to understand and be able to respond to French speakers both in speech and in writing.

PHYSICAL EDUCATION

The high-quality PE curriculum at Brampton and Ringsfield Primary Schools inspires children to excel and succeed in competitive sport and physical activity. We provide children with opportunities in gym, games, athletics, dance and swimming to become physically confident in a way that supports their health and fitness. Our schools both have large sports fields which remain open and in use throughout the year. Our halls are used for gym and dance. We also have a swimming pool at each school and our aim is that all children leave our schools water-confident. During the Spring Term, we also travel to Bungay Swimming Pool to use their facilities. Regular inter-school sporting competitions are held across our Pyramid of schools and children regularly take part in these events.

Outdoor spaces

We are fortunate at Brampton and Ringsfield Schools, in having excellent play spaces; a large field including a wildlife pond, a playground at the rear of the school, an adventure playground and an exciting, early year's play facility. We also have a well equipped play hut, willow tunnel and a cottage garden plot where we grow vegetables. An amphitheatre, adjacent to the playground, is another popular play area for our children.

Special Responsibilities

In the school we promote children's independence by encouraging them to think for themselves and take on school roles and responsibilities. The children vote and make decisions about road safety officers, playground leaders and school duties.

Early Years curriculum

The new Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

We need to ensure that our children enter school having established solid foundations on which they can build. Children will start in our Nursery Class having had a range of different experiences. Within the Nursery Class and Reception Year, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

In the Nursery Class and the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement

for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

HOMEWORK

Homework can make an important contribution to childrens' progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Parents, pupils, staff and governors agree that homework has the following main purposes:

- Developing an effective partnership between the school and parents.
- Giving parents insight into their child's learning and achievements.
- Reinforcing, consolidating and extending classroom learning particularly in numeracy and literacy.
- Developing the confidence and self-discipline for independent learning.
- Preparing children for secondary school.

Throughout their time at our Primary schools, pupils will be encouraged to spend some time each week at home following up work or completing tasks set by the teacher. Most of the time pupils will be able to complete the work on their own, but there will be times when they need parents' help. Tasks set will include reading, learning spellings and tables, researching, investigating and reinforcing work covered in class.

Each child is issued with a red school bag containing a home/school book which is a valued means of communication and forms an important dialogue between home and school. We ask parents to record when their child has read and give any other information in the book of which the teacher should be made aware. We do set regular homework and it is hoped that parents will encourage their children to complete the work set, also sent home in the school book bag. Please ensure that your child brings this bag to school every day. We encourage parents to come into school to support the teachers and to help with a variety of activities, art, games, hearing pupils read, etc. If you have a specialist area of interest and would like to support your child in school in this way, please do not hesitate to contact the Head Teacher.

The school has a Homework Policy that was developed through consultation with parents, pupils, staff and governors.

Brampton School Day

Time	
	Bus children arrive from 8.35.
8.50	Children come straight into school with parents.
9.00	Registration
9.05	Morning School
10.25	Assembly (except Friday)
10.40	Break time- Playground if wet, Field if dry.
10.55	Morning School
12.00	Lunch break
1.15	Registration
1.20	Afternoon School
2.30	Afternoon break for KS1 if necessary
3.00	Friday sharing assembly for parents
3.25	Get ready for home time
3.30	End of School

Ringsfield School Day

Time	
	Bus children arrive from 8.35.
8.40	Children come straight into school with parents.
8.50	Registration
9.00	Morning School
10.25	Assembly (except Friday)
10.40	Break time- Playground if wet, Field if dry.
10.55	Morning School
12.00	Lunch break
1.15	Registration
1.20	Afternoon School
2.30	Afternoon break for KS1 if necessary
2.45	Friday sharing assembly for parents
3.05	Get ready for home time
3.10	End of School

Inclusion and EQUALITY

At Brampton and Ringsfield Primary Schools we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers
- Children or staff who are gay or lesbian
- Pupils who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

As a school we try to ensure that disabled pupils can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

CATERING FOR THE NEEDS OF ALL CHILDREN

At Brampton and Ringsfield CE Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum and for academically more able pupils this means provision of weekly challenges as well as opportunities to attend events to develop their particular talents.

Children succeed highly at our school in many aspects. Excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave Brampton and Ringsfield CE Primary School highly literate and numerate. Our End of Key Stage 2 SAT results are consistently well above national and Oxfordshire averages, with a high proportion of children achieving at the higher levels. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the Code of Practice. Using a system of School Action, School Action Plus or Statementing we ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs (SEND) Co-ordinator, an Individual Education Plan (IEP) is written for the child identifying three key targets. These targets are shared with parents and the child, and are reviewed regularly to assess pupil progress. For children identified at School Action Plus there may be involvement of additional agencies together with our Special Needs Advisory Support Teacher (SNAST). For children who have a Statement of SEND, additional 1:1 support from a Teaching Assistant will be available.

The SEND Co-ordinator is responsible for supporting, planning and monitoring interventions and IEP reviews. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Following discussion with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

HEALTHY SCHOOLS

Another opportunity to celebrate our success is our recognition as a Healthy School, which is a national award. There are a number of policies under the umbrella of Healthy schools, including, policies for, physical activities, sex and relationships, drug awareness and a behaviour policy, which includes our strategies against bullying. We have a comprehensive rolling of PSHE activities which includes visits from our local police and school nurse. All food in school comes under our healthy philosophy.

Different teaching styles and learning opportunities are offered to pupils to develop their awareness and understanding of healthier eating and basic food safety practices, including regular opportunities to cook our own fresh vegetables from our school garden.

FRUIT BREAK

We have a fruit break at morning playtime which enables all pupils to have the opportunity to eat a piece of fruit before going out to play. We encourage healthy eating, so we do not allow any other form of food to be consumed at this time. Each child has a water bottle which is kept in school and we also have water fountains situated in the cloakroom.

SNACK TIME

You may like your child to have a mid-morning snack. We welcome fruit and vegetables, and would ask you not to send your child with chocolate, crisps or sweets of any kind.

Children in the Foundation Stage and KS1 are provided with fruit every day as part of the National Fruit Scheme. We also have a tuck shop which is run by our oldest children who sell freshly baked healthy snacks twice a week.

LUNCH TIMES

Excellent meals are cooked on the premises and the weekly menu is displayed in school. Each day there are two choices including a vegetarian option. A nourishing, well-balanced, two course meal is provided and it is of a type which appeals to children. The price of meals is currently £2.20 per day (£11.00 per week). Please put the payment in a clearly marked purse or envelope, all cheques should be made payable to 'Suffolk County Council'.

A lunch is provided for those children who are in Key Stage one or EYFS and also those who are entitled to a free school meal. Application forms for free school meals are available either from school or from the Northern area Education Office, Adrian House, Alexandra Road, Lowestoft NR32 1BH. Facilities are provided for children who wish to bring a packed lunch.

An important part of lunch time is to encourage children to learn to eat and socialise together, we make a point of rewarding good behaviour. One of the many examples of this, at Brampton, is when children earn the privilege to eat at the 'Golden Table'.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into the classroom, daily, in a spill-proof plastic bottle which the school provides. Children, parents and staff speak highly of the benefits.

ATTENDANCE

TRANSPORT

It is the policy of the Suffolk Authority to provide free transport for children under eight years living three miles from their catchment area school, and for children eight and over who live two miles from their catchment area school. Parents of children attending the school who do not live in the designated area are expected to make their own arrangements for transport and to meet the cost. Responsibility for the well being of children whilst being transported to school/home lies with the Authority and not the school.

For information you should telephone 0845 606 6067

As part of our School Travel Plan, developed in conjunction with the Local Authority, children are encouraged to walk or cycle to school. A cycle shelter is available at school for bicycles and scooters to be left during the school day.

Each year we join in with Walk to School week encouraging parents and children to consider walking together to school or car sharing if at all possible.

ABSENCES

Regular attendance is central to raising standards in education and to ensuring all pupils can fulfil their potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well in both primary and secondary school. The Government issued new guidance on attendance in September 2014, including the taking of family holidays during term time. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the headteacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our website.

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. This absence constitutes an authorised absence.

To encourage high levels of attendance, certificates are awarded to children at the end of the Autumn, Spring and Summer for 100% attendance; for 100% over the school year; and also are awarded to classes who achieve 100% attendance in any week.

RETURNING TO SCHOOL AFTER ILLNESS

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities, including games and playtime. Injury and asthma are of course exception.

HEALTH AND SAFETY

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency.

MEDICINES

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

There may be times when children attending school need to take medication. Any such medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil, and be delivered personally to the Administrative Officer or Headteacher. These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication. Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school.

As children may need immediate access to their inhaler (Blue Relievers) they are kept on the child's person or in a safe and readily accessible place. Inhalers should be taken to sporting events and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. School hats are available from the office or you may provide your own.

School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.

EMERGENCY CONTACT INFORMATION

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child.

SMOKING

We operate a no-smoking policy - please do not smoke anywhere within the school grounds.

MONEY

Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, amount and the purpose of the money. All monies should be put in the class's money box.

ROAD SAFETY EDUCATION

Both schools have elected road safety officers who promote road safety during the year. We have cycling proficiency or bikeability lessons for year 6 children.

SAFEGUARDING

Brampton and Ringsfield Primary Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Mrs Vicky Allen, Headteacher who is our senior designated teacher for Safeguarding and our Prevent Lead.

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views, in the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so that they better understand how to protect themselves.

Our Federation strategies include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.. All our staff have had prevent and safeguarding training.

At Brampton and Ringsfield CE Primary School we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring church school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our Code of Behaviour:

- Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- Every child in our school is valued. Abuse of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school, therefore, we do not accept discrimination in any form.
- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly if it ever occurs.
- All children should respect school property and the property of others.

Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy which is available via the school's website.

The school's abhorrence of such behaviours is communicated to pupils, parents and staff, for example through the curriculum, the Prospectus and weekly newsletters, and staff training. All parents of new pupils receive a summary of the school's behaviour expectations and Anti-bullying Policy as part of an Induction Pack.

All staff are expected to deal with any discriminatory incident that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.

LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in 'Lost Property Boxes' in each area - if your child has lost something then please check these. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. Displays of lost property are made at the end of each term.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Headteacher. If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the Local Authority. The procedure to register a complaint is available from the school's Administrator.

CHARGING POLICY

In our Federation we are constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children; and by running activities and workshops. The children always feedback that these activities bring learning to life and are some of their most memorable experiences of primary school. Where possible, teachers look for free activities or apply for grants that will enable the school to provide enrichment opportunities at no cost to families.

Important information

STAFF

	Brampton	Ringsfield
Executive Headteacher	Mrs V Allen	
Head of school site	Miss L Ashford	Mrs A Thomas
Yrs 5 & 6	Miss L Ashford Teacher Mrs K Robinson Higher level teaching assistant	Miss H George Teacher Mrs L Savage Higher level teaching assistant
Yrs 3 & 4	Miss E Clarke Teacher Mrs T Lane Teaching Assistant	Mrs E Butler – 3 days Mrs M Allen -2 days Teacher Mrs C Smith Teaching Assistant
Year 1 & 2	Mrs S Gray – 4 days Mrs M Allen – 1 day Teacher Miss M Edwards – teaching assistant	Mrs A Thomas Teacher Mrs K Kirby Teaching assistant
Early years	Mrs G Hall Teacher Mrs A Lay Teaching assistant	Mrs A Friend Teacher
Specialist staff	Art teacher – Mrs C Mackintosh Outdoor Education – Mrs N Elliot	
Nursery and Poppets Pre-School	Mrs S Bodie Mrs A Smith	
SENCo	Mrs H Blowers Mrs J Bond and Mr A Freeman– Nurture group	
Business Manager	Ms J Cox	
Administration	Mrs T Lloyd	Mrs L Woodcock
Mid day Supervisor	Mrs M Edwards Mrs L Ward Mr A Freeman Miss R Mather Mrs A Lay	Mrs A Mehew Mrs M Fletcher Mrs J Hadingham Mrs T Lane
Cook	Ms L Harris	Mrs M Thompson
Premises Manager	Ms D Moore	Ms P Tipple

SCHOOL UNIFORM

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear.

Brampton

GIRLS	Grey or black skirt or pinafore dress or trousers White blouse or red t-shirt Red sweatshirt or cardigan/jumper Red and white gingham dress Black shoes (not trainers)
BOYS	Grey or black trousers/shorts White shirt or red t-shirt Red sweatshirt or jumper Black shoes (not trainers)

Please note: Jeans, denim or otherwise, are not acceptable

Ringsfield

GIRLS	Grey or black skirt or pinafore dress or trousers White blouse or white polo shirt Royal blue sweatshirt or cardigan/jumper Blue and white gingham dress Black shoes (not trainers)
BOYS	Grey or black trousers/shorts White shirt or white polo shirt Royal blue sweatshirt or jumper Black shoes (not trainers)

Please note: Jeans, denim or otherwise, are not acceptable

PE & GAMES KIT

It is important for pupils to wear correct clothing for physical activities. For PE children require a white t-shirt and black shorts. For games activities outside, children need a white t-shirt, black shorts and trainers. Track suits or fleeces may be worn for games during winter months. All clothing should be clearly labelled.

SWIMMING KIT	Swimming suit Swimming cap Towel All in a clearly named swimming bag
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THE WEARING OF JEWELLERY IN SCHOOL IS NOT ALLOWED EXCEPT STUD EARRINGS AND WATCHES.

NO JEWELLERY TO BE WORN DURING PE, GAMES OR SWIMMING SESSIONS.

PLEASE ENSURE THAT ALL ITEMS OF YOUR CHILD'S CLOTHING ARE CLEARLY

The information and particulars contained in this Prospectus relate to the school year indicated on the front cover and are correct at the time of publication. It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised:

a. before the start of or during the school year in question

or

b. in relation to subsequent school years