

Earl Soham



Community Primary School

Caring, sharing and learning; because every child matters.

School Brochure 2015 – 2016



CONTENTS

Welcome and Aims	Page 3
School Values	Page 4
Catchment area/Admissions	Page 5
Who's who in school	Page 6
School Governor's & PTFA	Page 7
The Curriculum	Page 8-10
Assemblies / SEN / Pupils with disabilities	Page 11
Sex Education / Play / Clubs / Break times	Page 12
Lunch Times/ Class Composition	Page 13
Bus Passes / Pre-School Links / Starting School / School Hours	Page 14
Parking / Home School Links/ Written Reports/Complaints/Attendance	Page 15
Medicines / School Uniform	Page 16 -17
Charging and Remissions	Page 17 -18
Term Dates / Top Ten Things About Our School	Page 19
SATs results	Page 20



Harvest Festival 2013

Welcome to Earl Soham Community Primary School

Thank you for requesting a brochure for our school, we hope that you are able to find all the information that you require to enable you to get a 'feel' of what our school is like. We are a rural school situated on the A1120 (Tourist Route) between Debenham and Framlingham. The introduction of our most recent Ofsted report, March 2012, said, ***Earl Soham is a good school. It provides a very supportive and nurturing environment for its diverse intake.***

Other comments include:

Pupils are very positive about school reflected in their high attendance and obvious enjoyment in lessons, assemblies and participation in many extra-curricular activities. Parents praise the headteacher and staff for ensuring that their children are happy, safe and well supported.

Pupils make good progress over the time they are in school. Year 6 pupils have above-average attainment in mathematics and English by the time they leave. A third of pupils attain the higher Levels 5 and 6, considerably above average, while pupils who join the school with major behavioural or learning needs make significantly better than expected progress.

Parents and carers praise the very positive, nurturing ethos of the school, with many saying how much their children love it.

Overall, this is a highly regarded community school that has made considerable progress in improving provision and pupils' achievement. These strengths are well established and constantly reviewed indicating a strong capacity for further improvement.

The full report is available via the link on our school website or at:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124578>

The 'whole child' is very important to us. Our behaviour policy and home school agreement help us promote the following areas in our school:

- Self-Awareness
- Managing Feelings
- Motivation
- Empathy
- Social Skills

This policy was written through consultation with pupils, staff parents and governors about what makes a happy class, a happy school and a safe and caring community that people enjoy being part of. All members of our community conduct themselves in accordance with this policy.

Our School Aims and objectives

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of literacy, numeracy and information and communications technology (ICT)
- To enable children to be creative, both physically and aesthetically and to develop their own thinking
- To teach children about their physical world, including how their environment and society have changed over time
- To help children understand their cultural heritage
- To enable children be positive citizens in society
- To fulfil all the requirements of the National Curriculum and the Suffolk Agreed Syllabus for Religious Education

- To teach children to have an awareness of their own spiritual development, and to understand right from wrong and to actively promote fundamental British values.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, to be able to live and work co-operatively with others, and to develop positive relationships within their whole community.

To achieve these aims our school places high expectations on its governing body, its staff, you as a parent and the children in our care.

Our School Values

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

The high quality of your child's education depends on the full support and co-operation of you the parent, and of your child's willingness to learn together with high standards of teaching, classroom organisation, good resources and the management of them. The process of education must be a partnership between parents, children and staff.

We value this partnership and the views of all involved. Our **School Council** composed of seven pupils (spanning the entire age range); one governor and one member of staff, together with the help of our PTFA have been instrumental in improving the environment and opportunities of all our pupils.

I hope this brochure gives you a glimpse of what goes on at our school as well as showing the things that we stand for. We are proud of our achievements here at Earl Soham and how our children are prepared for moving on to High School.

However there is much more to us than a brochure can show and I would be very pleased to welcome you to look around our school and to show you how much we are able to offer. We also have an excellent website that provides lots of information at www.earlsoham.suffolk.sch.uk



School Council 2014-15

You can always contact us at school for more information: (01728) 685359.

Catchment area

Our school's catchment area consists of the Earl Soham, Cretingham, Monewden and Ashfield villages. Children who live in Cretingham, Monewden and Ashfield are brought to and taken from school by buses provided by the County Council. The transport is free for all under eight year olds and any children who live more than three miles from our school and within its catchment area. Parents who want their children to come to our school from inside our catchment area must apply through Suffolk County Council but an application form can be supplied through school.

Children attend our school from outside our catchment area. Parents who want their children to come to our school from outside the catchment area must apply to the Area Education Manager, Adrian House, Alexandra Road, Lowestoft NR32 1PL. If a place is available then that application will be successful. School can supply an application form or you can complete an online application.

We recommend that any parents considering making an out of catchment application visit the in catchment school before viewing our school.

Children leave our school and attend either Thomas Mills or Debenham High School.

Admissions Policy/Catchment Area

Our reception class admission number for 2014/2015 is 12 children. Places will first of all be offered to those children living in the school's catchment area. After that, if there are still places available, the order of priority for all applications received will be as follows: -

- a) **Applications made on account of the child's medical condition.** Parents must send with the PA form, written support from the family doctor and/or the school medical officer before medical circumstances can be considered.
- b) **Applications for children to attend school with brothers or sisters** who will be attending at the proposed date of admission (with priority being given, where necessary, to those with the smallest age-difference).
- c) **Other applications, where the sole criterion will be the distance from home to school,** on the basis of the nearest available route, with priority being given to the child living nearest to the preferred school.
- d) **The overall intake limit for the preferred school; and the number of in-catchment children expected to** be admitted during the school year.



Visiting the School

We are an open and welcoming school. If you would like to visit our school prior to your child starting, please telephone to make an appointment – we would be delighted to meet you.

Who's Who

Earl Soham Community Primary School Staff

(Co-educational day school)

Age range: 4-11 years.

The Street, EARL SOHAM, Woodbridge, Suffolk. IP13 7SA.

Telephone: - 01728 685359.
Fax: - 01728 685350
Mobile:- 07852 888978
Email: - ad.earlsoham.p@talk21.com

Acting Headteacher Mr Peter Lambillion-Jameson

Teachers:

Blue Class Mr James Mansell
Yellow Class-Job share Mrs Anji Rico / Ms Fielder (starts Sept 2015)
Red Class Mrs Samina Stoney

Higher Level Teaching Assistant Mrs Celia Honess

Learning Support Assistants
Mrs Jennie Cardin
Mrs Sonya Exton
Mrs Chris Lock
Mrs Sandra Johnson
Mrs Tracy Lander
Miss Karren Piper

Non-Teaching Staff

School Administrator Mrs Tracey Sayer
Technical Support Wildings
Cleaner in Charge Mrs Celia Peacher
School Cook Mrs Caroline Barton
Mid-day Supervisors Mr James Arbon
Mrs Karen Hazlewood
Ms Claire Ling

Suffolk County Council

Area Education Manager
Northern Area Office
Adrian House County Hall
Alexandra Road
LOWESTOFT
NR32 1PL

Telephone (01502) 562262

School Governors

Mrs Alison Garrett, (Chair)

Mr John Ravenscroft

Mr Julian Holmes, (LA Governor)

Mr Glenn Warren, (Parent Governor)

Ms Lorna McCurrach, (Parent Governor)

Mr Geoffrey Hazlewood, (Parent Governor)

Mr Jez Turner, (Parent Governor)

Mrs Fiona Lindeman, (Parent Governor)

Mrs. Hilary Hinton, (Co-opted)

Mr Lambillion Jameson, (Acting Headteacher)

Mr James Mansell, (Teacher Governor)

Mrs Mary Vellacott, (Community Governor)

Paul Nicholls, Northern Area Office, Lowestoft (Clerk to Governors)

Governors' Meetings are held in school, twice per term, with a whole Governor Training Evening. Our Governors also individually attend training meetings arranged by the Education Authority.

Members of PTFA (Parent Teacher and Friends Association)

Chairman

Angela Brinton

Treasurer

Lisa Handley

Secretary Minutes

Caroline Smith

Committee Members:

Margi Robinson

Tracey Aryeenia

Theresa Clarke

Bev Nesling

Glenn Warren

Karen Hazlewood

Jayne Smith

Kylie Robinson

Vicki Holland-Howes

Lorna McCurrach

Our school has a very active and dedicated PTFA. It organises a variety of events throughout the year, both fund raising and social. Our PTFA's committee is elected at its A.G.M., which is held in school in the autumn term.

Access to policy documents

You have the right to see any of our policy documents. They are held in school and have been approved by our staff and governors. Please contact school by telephone or letter to arrange for the document(s) to be ready for you to read. Many are also available on the schools website.

The Curriculum

Earl Soham School covers the Early Learning Goals and the National Curriculum for the following stages:

Foundation Stage	Pre-school and Reception Year, (age 4+ – 5)
Key Stage 1	Years 1 and 2, (age 6 – 7)
Key Stage 2	Years 3 – 6, (age 8 – 11)

EYFS

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

National Curriculum

Our school follows the requirements of the National Curriculum, within which there are four Core subjects of Mathematics, English, Science and ICT. The Foundation subjects of PE, Technology, History, Geography, Art and Music, then extend these core subjects further.

We also believe that PSHE and Citizenship is fundamental to the building blocks of our school. This subject is taught throughout. RE is also a component of the school curriculum. Topic work is closely linked to the environment and encompasses all subjects. Visits to places of interest are arranged during the year to extend every child's experiences.

English and Mathematics

English

We have recently introduced the new National Curriculum (2014). At Earl Soham, children develop language skills in almost everything they do at school. This is what we do to help the children.

Spoken Language

- We give them opportunities each day to talk about what they have been doing and to describe things.
- We expect them to listen and respond to others.
- We encourage them to address an audience in different contexts, such as assemblies and drama.
- We develop pupil's ability to speak audibly and fluently in a variety of contexts including role play and presentations.

Writing

- We ask them to write for different purposes - stories, reports and descriptions, letters, advertisements etc.,
- We ask them to evaluate what they have written and how well they have written it.
- We encourage them to correct and improve.
- We teach a neat and simple writing style on entry to school leading towards joined up handwriting.
- In line with the National Curriculum we encourage and develop the children's use of appropriate vocabulary, punctuation and spelling.

Reading

- We encourage children to enjoy books and to regard reading as a pleasure.
- We use several reading schemes and a wide choice of non-reading scheme books. We give each child a red reading book bag in which they will bring home books to read. We ask you to share the books - read to them, listen to them reading and talk about the books. There will also be a reading record book in the bag and we welcome your comments.
- We encourage pupils to discuss what is read to them and to develop understanding

Mathematics

- Pupils are encouraged to develop fluency in calculation, both written and mental.
- Through a variety of experiences they develop a firm grasp of all aspects of numeracy, including multiplication tables.
- We encourage pupils to use a variety of language to explore and explain their mathematics, especially when justifying their solutions.

Science

Science is the third core subject. We integrate our science work with other areas of the curriculum but also address science as a subject in its own right to ensure full coverage.

I.C.T.

ICT is taught to all pupils as part of the school curriculum, but in addition computers are used throughout the curriculum either as an additional teaching resource or as a tool for recording, collecting and sorting information. We have 12 laptop computers and 20 netbooks, which allow full class participation in ICT for all areas of the curriculum. Each class has an interactive whiteboard and additional computers.

Other areas of the curriculum

During the school day your child will also be involved in several of the following:

- History
- Design and technology
- Music
- Art
- Drama
- Religious Education
- Geography
- PE
- PSHE
- French



In P.E. we make use of our school playing field, weather and ground conditions permitting, to teach basic P.E. skills. We also take pupils in Blue and Yellow classes for swimming lessons at Framlingham College Pool. We are allocated sessions once per week throughout the autumn and spring Terms. We also have the use of Framlingham College indoor PE facilities and access to all weather pitches and athletics track. The school hall is also used for PE, with activities including gymnastics and dance. Teachers and other

adults from Earl Soham provide gymnastics, netball, football, rounders and other sports as after school activities. Cricket coaching is provided in the summer term.



Inter School Competitions

We enter teams for many different inter school competitions. Although our main focus is achievement and enjoyment for all we are proud of our achievements. This year (2014/15) we came first in Netball, Basketball and tennis while B teams were 2nd in Netball and 3rd in basketball. We also took part in swimming (2nd) rugby and football along with many other sports.



Assemblies

We have whole school assemblies on Tuesday, Thursday and Friday (Parents' Assembly). On Mondays each class has its own assembly, spending time together as a group. On Wednesday we have singing assembly with Mr Mansell. All children attend assembly, if you do not want your child to attend, a letter is required asking for your child to be kept out of assembly.

Our Friday assemblies celebrate children's achievements on our Wall of Fame, and interests in and outside of school. We welcome all parents to join us in the celebrations on Fridays.



Special Educational Needs and Disability

Our school's acting Special Education Needs Co-ordinator is Mr Lambillion-Jameson who advises our teachers who may be teaching children with Special Educational Needs. We will keep parents of any child who may have Special Educational Needs fully informed and will arrange meetings to discuss the needs of their child and set targets to work towards in support plans.

The majority whom have an Educational Healthcare Plan. Children's needs are fully met through high quality teaching and the provision of differentiated work.

At present there are 16 pupils on our SEN Register, 1 of whom has a statement of Special Educational Needs.

However at Earl Soham Community Primary School, the Special Education Needs Policy's objectives are: -

- a) to identify and meet the child's special need(s)
- b) to enable the child to have access to the National Curriculum and where appropriate individual programmes of work
- c) to help the child feel they are a valued and respected member of the school community
- d) to appreciate that they, in turn, have responsibilities and rights as members of the school community
- e) to promote equal opportunities for all children whatever their gender, background, race or abilities
- f) to allocate resources, which can be used flexibly to support all children's individual, needs
- g) to provide a staffing structure with clear lines of responsibility for SEN and to make sure that staff training is provided
- h) to operate a system of record keeping and regular monitoring of each child's progress
- j) to communicate effectively with all associated bodies the SEN arrangements in the school
- k) to encourage effective liaison with parents of children with SEN.

Governors are under an obligation to consider the needs of disabled pupils. Your Governors will try to ensure that pupils are prevented from being treated unfairly.

Future decisions will take into account the needs of any pupil with a disability. The school will buy all necessary equipment and will make full use of training and specialist advice to enable the effective teaching of disabled pupils.

Sex and Relationship Education

Sex education is seen as an integral part of the curriculum of the school. It is developed from reception through to year six. SRE is a means of developing: -

- 1 Caring attitudes.
- 2 Awareness of the feelings/emotions of others and ourselves.
- 3 The importance of family life and all human relationships.
- 4 An acceptance of strengths/weakness in others and ourselves.
- 5 An acceptance/understanding of human reproduction.
- 6 An awareness of change - human and natural.

Play

'What did you do at school today?'
'Nothing - we just played.'

As you know, young children learn to make sense of the world through play. This way of learning does not stop when the child starts school. The difference is that, in school, play is more structured. The questions being asked of your child in the play situation become more complex as she/he gets older. Enjoyment of their work is often because the children feel it is more like play.



Rewards and Behaviour

This is very important to us at school, which is why we send out a copy of our behaviour policy to every prospective parent and it is also on the website.

Clubs

There are a number of after school clubs on offer, depending on the term. As well as sports clubs there is nature club, dance and art. Every Friday, after school, is FILMClub – this is highly popular.



Fun at Break Time

Break Times

We have joined the national fruit and vegetable scheme and as such we provide a fresh piece of fruit or vegetables daily. All our pupils are encouraged to try this healthy snack. If you wish to give your child an additional snack e.g. extra fruit, vegetables or cheese please feel free to do so. We prefer children not to eat chocolate or sweets during break time, in line with the Healthy Schools initiative.

For these additional snacks it would be useful for them to be in a named plastic bag so children don't accidentally take the wrong snack. We also provide a fresh water drinking well to enable pupil's access water throughout the day. Milk is provided to children under 5, and available to other children-please enquire at the school office.

Lunch Times



Harvest Lunch 2013

We look on lunch times as a special part of our school day when we can socially get to know each other a little bit more. We eat our school lunches or packed lunches in our hall. In good weather, Year 5 & 6 children are allowed to eat outside. Our excellent lunchtime supervisors care for the children as well as helping them to improve their playing skills. Our school's site lends itself to a fantastic play area that is accessible from the school hall. We have 2 playgrounds, a meadow, the "Hide Outs!" (Come and visit us to find out more), sensory garden and play equipment to keep the children amused!

We have our own school kitchen where our cook prepares excellent, healthy lunches. Menus for each term are sent home and a copy is pinned on the lunch notice board in the school hall. If you wish your child to have any school meals, please pay Mrs Sayer in our school office. The cost of a school meal is £2.30. Children in Reception, Year 1 and 2 are entitled to a free school meal under the universal free school meal scheme. We ask that the payment be made at the start of each school week. Cheques should be made payable to Suffolk County Council. Some parents find it more convenient for them to pay for a half term in advance, any credits due (because of absences) are carried forward to the following term. After lunch has been eaten our children spend the remainder of the lunchtime playing in the school playground or on the school playing field (underfoot conditions permitting). If the weather is bad, the

children are supervised in their own classroom. They can play with board games, construction toys or read quietly. Water is served with school and packed lunches.

Class Composition

We have three classes, which are arranged mainly according to age groups.

- Blue Part year 4, 5 and 6
- Yellow Year 2, 3 and part year 4
- Red Reception and Year 1

The arrangements are flexible, depending on the particular needs of a child or a group of children and taking into consideration class sizes.

The class sizes for the academic year 2014/15 are: -

- Blue 29
- Yellow 27
- Red 24

We have 80 children on roll as at October 2014.

Bus Passes

The County Council issues these for children who are entitled to travel on the school bus. Children are expected to have their bus pass with them each day. Children who have a bus pass for a particular route are not entitled to travel on a different route. The County Council will make a charge of half the full cost of travelling on the second route if you wished your child to regularly use a second route. If you require a bus pass for your child please apply to: -

Mr. T.A. Donavon
Transport Section
Suffolk County Council
St. Andrew House
County Hall
Ipswich
IP4 1LJ. Telephone (01473) 584671

Pre School Links

We value links with pre-school organisations and home. We believe it is important for your child's education that we know you and your child before they start school and that you know us. Our Reception class teacher has close links with the local nurseries and visits the children prior to them starting at Earl Soham.

Starting School

Due to the revised admissions procedures, children are now entitled to start full time in September during the academic year in which they turn 5.

There is an induction programme for those due to start in September during the second half of the previous summer term. This will involve a series of half-day visits, which will include a school lunch. This process will familiarise your child with the routines of the school day and will help her/him to feel comfortable in the company of new classmates.

The settling in process is very important. We all want your child to be happy in school, to develop their concepts and to work and play co-operatively. We also want to identify as quickly as possible your child's development. During the first term we will be assessing any particular areas of work that would be most suited to help your child's development.

School Hours

School starts at	8:50 a.m.
Morning break	10:30 a.m. – 10:45 a.m.
Lunch	12:00 p.m. – 1:00p.m.
School ends at	3.15 p.m.

Start and End of School

A member of staff will be on the playground from 8.35am. We actively encourage parents to drop their children off and then leave as the car park can become very congested. The procedures for children leaving school at the end of the school day are: -

- a) Bus and taxi children leave first.
- b) All other children leave next.
- c) You meet your child at their class exit
- d) When your child has not been met we ask your child to wait in school until you arrive.
- e) If for whatever reason you are going to be late please let school know, we can then reassure your child that you are on your way.

Parking

Traffic congestion at the start and end of the school day is a national problem. Our school is no exception to this. We have tried to ease the problem by building a bus park (immediately adjacent to our school) and a car park (next to the bus park). To help ease the congestion and provide a safe environment for our children, you and other road users we ask that you:

1. Park on the school's car park - park sensibly.
2. Don't park on the road or the bus park.
3. Don't park on the driveway leading up to Earl Soham Lodge and Earl Soham Business Centre. This driveway is private.
4. Walk to school (if possible).

Home School Links

Each term there will be an opportunity to discuss aspects of your child's work at school. During the autumn term this will be an informal meeting to get to know each other and for you to find out the topics your child will study. During the Spring Term we also discuss your child's attitudes to work, other children and adults in school, and their progress against their targets. During the summer term, there is an opportunity to discuss your child's report and future targets to be achieved. If you need more time to discuss your child's progress throughout the year then please don't hesitate to contact us via the office.

Written Reports

In the autumn term, during the Parental Consultations, a short progress and effort report is discussed highlighting the targets set. In the summer term a written report is sent home prior to the Parent/Teacher Evening. This report forms the basis of the discussion and targets are set as a result.

Complaints

Concerns or worries that you may have about your child should in the first instance be discussed with your child's teacher. If they cannot be resolved to your satisfaction then they should be discussed with the Headteacher. However, should they then still not be resolved they should be taken to the Chair of Governors.

Attendance

It is a parent's legal responsibility to send their child to school each day. When your child is ill and remains at home we ask that you telephone to inform us. This helps us to know that your child has not set off from home to school and not arrived. A phone call can save a lot of worry.

When your child returns to school, a letter or email giving the reason for absence is necessary. Absences are permitted for visits to the doctors, dentists, and hospital or for visits to any medical practitioner by your child. A visit to them should not usually mean a whole day off school; your child must return to school immediately after the visit (for morning visits) or should be taken out of school as late as possible for an afternoon visit. Most parents arrange for dental appointments to be held after school has finished, in which case their children do not miss any school.

An absence, which has not been authorised by school, will be classed as an unauthorised absence. No child should ever be absent from school as the result of an unauthorised absence. Examples of unauthorised absences are: - shopping, visiting relatives or birthday parties. In line with Government policy holidays taken during term time are only authorised in extremely exceptional circumstances. Normally holidays taken in term time are treated as unauthorised absence and may incur a fine.

Medicines

Sometimes your child has been ill and has needed time off school to recover. They may be fit to return to school after consulting your doctor. Your child must remain at home until any course of medicine has been completed. Staff are not permitted to administer medicine without written consent.

If your child has an inhaler, please inform the school so we can work together with your child to help him/her to be responsible for his/her own inhaler.

If your child becomes ill during the school day we will contact you or your emergency contact as quickly as possible.

Allergies

If your child is allergic, or becomes allergic to anything, whether it is food colours, plasters or bee stings for example, please let school know as soon as possible. This will ensure we can manage the situation together.

School Uniform

Our school has a uniform, which is simple and attractive.

Summer

Red and white gingham dress or skirt, white socks

Or

White shirt/blouse, grey trousers or grey shorts, grey socks

Winter

White or grey shirt/blouse, red V-neck pullover or cardigan, grey skirt or grey trousers, white or grey socks.

All children are expected to wear sensible black school shoes.

Red Class children only are allowed to wear black jogging trousers as an alternative to grey tailored trousers.

We also have school caps, book bags, sweatshirts, cardigans, reversible fleece/waterproof jackets and fleece zipped jackets with the school logo. These can be ordered, through the school.

The range of current costs are approximately:

Sweatshirt	£7.50 for child sizes
Cardigan	£9.00
Fleece jacket	£11.25
Reversible fleece/waterproof jacket	£14.95

P.E. Kit

We have a simple, practical P.E. kit.

White T-shirt, black/navy shorts, white socks, and black plimsolls.

As we use the school field as often as possible and in all seasons, trainers are also advised. Please ensure that your child **changes** into and out of trainers for PE sessions and does **not** wear them to school.

Football boots and jogging suits for the winter are optional extras.



Children bring this kit in at the start of each school week and are asked to take their kit home on Fridays for washing. Please keep an eye on the size of plimsolls - when children need new shoes, plimsolls are easily overlooked.

Swimming Kit

Swimming trunks or costume – (not Bermuda beach shorts), swimming hat and towel. Goggles may be worn with written permission from parents.

Labelling

It is very important that we can easily identify any mislaid uniform or kit. We ask that all uniform and kits be clearly labelled with your child's name.

Sun Protection

Summer Hats

In line with current medical thinking we encourage children to wear a sun hat, especially as we are developing the use of the outdoors with our children.

Sun cream

Children who need extra protection from the sun may bring in sun cream. Please ensure the tubes of cream are labelled with your child's name and remind them that it is for their use only – they will need to be able to apply it themselves.

Jewellery

The only jewellery allowed at school is a stud earring. These must be removed or covered with tape for PE lessons and removed for swimming. Members of school staff are not allowed to remove or tape earrings and so the child must do this. If your child cannot remove his/her earrings then please do not send him/her to school wearing them on PE or Swimming days.

Charging and Remissions Policy

Additional Activities Organised For Pupils Charges and Remissions.

A. Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education.

The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

B. Charges

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school.

School Journeys in School Hours

The board and lodging element of the following residential activities deemed to take place within school hours:

Year 6 extended educational visits. The board and lodging element of the total cost.

Activities Outside School Hours

The full cost to each pupil of the following activities deemed to be optional extras taking place outside school hours.

Extended educational visits, where the activity takes place wholly outside school hours or where the activity is more than 50% of school time, for example: -

- Museum visits
- Theatre visits
- Concerts
- Puppet Shows
- Sporting activities
- Environmental studies visits
- "Fun Trips"
- Discos



Instrumental Music Tuition

The school offers recorder and piano lessons at a discounted price for pupils. These are taken in small groups of no more than 5 children.

General

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made. Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils.

Remissions

- Where the parents of a pupil are in receipt of:
- Income support
- Income-based job seekers allowance
- Child tax credit (TC602), no working tax credit and an annual income that does not exceed £16,190
- Supported under Part V1 of the Immigration and Asylum Act 1999

The Governing Body will remit in full the cost of board and lodgings for any residential activity that it organises for the pupil if the activity is deemed to take place within the school hours or where it forms part of the syllabus for a prescribed public examination or the National Curriculum.

In other circumstances, there may be cases of family hardship, which makes it difficult for pupils to take part in particular activities for which a charge is made. When arranging a chargeable activity the Governing Body will invite parents to apply in confidence for the remission of charges in part or in full. The Headteacher in consultation with Chairman of Governors will make authorisation of remission.

School Term Dates 2015/16

Autumn Term	Wednesday September 2 nd – Friday December 18 th 2015 Half term week commencing Monday October 26 th 2015
Spring Term	Monday January 4 th – Thursday 24 th March 2016 Half term week commencing Monday February 15 th 2016
Summer Term	Monday 11 th April – Friday 22 nd July 2016 Half term week commencing Monday May 30 th

Our 5 Professional Development days (staff only), are as follows: **2nd, 3rd, September 2015, Friday 23rd October 2015, Monday 4th January and Monday 11th April 2016**

Top Ten Things About Our School

Written by children in Blue Class...

- ✓ It is small, friendly and not too crowded so everyone knows everyone else.
- ✓ We are encouraged and supported to 'be kind, be polite and always do our best'
- ✓ In our community everyone listens to each other, helps each other and get on together.
- ✓ We have a 'Wall of Fame' so children feel good about themselves.
- ✓ The range of after school clubs – there is something for everyone.
- ✓ The variety of 'awesome' school trips to help our learning.
- ✓ Assemblies, especially where we get to join in.
- ✓ The big field is great for everyone in the summer because there is so much space for everyone. It's also great when there is lots of snow.
- ✓ Lessons are fun and enjoyable because the teachers make them so and help everyone do their best.
- ✓ Choosing time on a Friday because we get rewarded for good behaviour, work and attitudes.

How do we compare nationally?

2012/13 and 2013/14 Key Stage 2 SATs results

There were 13 pupils in Year 6 in 2012/13 and 9 pupils in year 6 in 2013/14. The table below shows the percentage of pupils at Earl Soham attaining each level in Reading, Writing, Grammar (GPS) and Mathematics based on estimates and actual test results. The National results for 2013/14 are included for comparison.

Test	School 2012 to 13		School 2013 to 14		National 2013 to 14	
	L 4 +	L 5+	L 4 +	L 5+	L 4 +	L 5+
Reading	100%	62%	89% *	33% *	89%	50%
Writing	85%	31%	89%	33%	85%	33%
GPS	77%	54%	89%	78%	76%	52%
Maths	100%	15%	89%*	33%*	86%	42%

A typical 11-year old will achieve level four in the Key stage 2 SATs.

In 2014 some test papers were annulled, the * symbol indicates where estimated figures have been used to take this into account.

2012/13 and 2013/14 Key Stage 1 Assessments

A total of 11 pupils in Year 2 were assessed in 2012/13 and 10 pupils in 2013/14. The table shows the percentage of pupils attaining each level based on teacher assessments. The National results for each year (in brackets) are shown for comparison.

Teacher Assessments	Level 2c or above		Level 2b or above		Level 3	
	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14
Reading	100% (89)	90% (90)	100% (79)	90% (81)	64% (29)	50% (31)
Writing	82% (85)	90% (86)	73% (67)	50% (70)	27% (15)	30% (16)
Mathematics	91% (91)	90% (92)	82% (78)	70% (80)	46% (23)	40% (24)

Level 2B is achieved by a typical 7 year old.

Level 2 may be further defined by a letter grade ranging from A to C. 2A indicates that the pupil is approaching level 3.

All percentage figures are rounded.

This school's statutory assessment results at key stage 1 have been audited and verified by Suffolk LA as reflecting the requirements of the National Curriculum.