



# Cecil Gowing School

2016-2017

CECIL GOWING COUNTY INFANT SCHOOL  
FALCON ROAD WEST  
SPROWSTON  
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This booklet tells you about the school, its aims, philosophy, organisation and curriculum. **Please keep it safely because it is useful before your children start school and during their time at Cecil Gowing.**

If there is anything you would like to know about the school please contact us and someone will be able to help you. Parents considering sending their children to this school are invited to make an appointment and come to see us during the working day.

**The telephone number is 01603 429564**

Isabel Stubbs  
Headteacher

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## **SCHOOL HOLIDAY LIST ATTACHED TO BACK COVER**

This information is correct at the time of printing. No guarantee can be given that this will not be changed during future years.

**June 2016**

## **SCHOOL STAFF**

**Headteacher/Governor:**

Mrs I Stubbs

**Management team:**

Mrs H Hoyer  
Mrs A Wicklund

**Teachers: -**

Mrs J Bowden  
Mrs J Lane-Smith  
Miss E Moore

Mrs L Mutton

Mrs J Youngusband

## **TEACHING ASSISTANTS**

Miss J Ward      Mrs M Palmer  
Mrs N Clover      Mrs J Sexton  
Mrs S Isaac      Ms K Nicholls  
Mrs B Horner      Mr C Madgett  
Mrs S Thompson      Miss T Davies

Ms C Hanlon      Mrs C Barnes  
Mrs D Ward      Miss J Fox  
Ms P Robinson      Mrs J Hill  
Mrs S Wales      Mrs K Blackburn  
Mrs. E Barkshire

## **MIDDAY SUPERVISORS**

Mrs S Ray      Mrs. D. Mann  
Mrs Baker      Mrs. M Pendle  
Mrs D Pirie      Mrs C Davison

Mrs. M Georgio      Mrs K Fisher  
Mrs. K Bird

## **SCHOOL SECRETARIES**

Mrs S Chapple      Mrs C Tyrell      Miss K Nicholls

## **CARETAKER**

Mr M Bates

## **CECIL GOWING SCHOOL GOVERNING BODY**

**Chair of Governors**

Mrs F Hardman (Co-opted)

**Appointed by the Local Education Authority:** Mr J Ward

**Parent Governors:**

Mr M Cubitt  
Mrs J Gopee  
Ms J Glasiel  
Mrs K Corless

**Co-opted Governors:**

Miss L Warminger  
Mr M Bates

**Staff Governor:**

Mrs J Youngusband

**Clerk:**

Mrs K Wimhurst

**Correspondence to Governors should be addressed to the School**

**Director of Children's Services**

Ms S Locke  
County Hall  
Martineau Lane  
Norwich NR1 2DL  
Tel. 01603-222600



## **GENERAL INFORMATION**

Cecil Gowing Infant School is a Community school which educates children from 4 to 7 years old, Years R to 2 in the National Curriculum. It was opened in 1967 and is on the same site as Falcon Junior School and Sprowston High School. The school's designated area is between the Wroxham and Salhouse Roads, the Ring Road and Blue Boar Lane plus the area around Greenborough Road. Children who attend Cecil Gowing Infant School do not have automatic right of entry to Falcon Junior School.

The same criteria for the selection of pupils, detailed at the bottom of page 3, will also apply at transfer age.

The building has 6 classrooms and can accommodate 180 children.

## **SCHOOL AND CLASSROOM ORGANISATION**

Children are classed as Reception when they first start school. In their second year they are called Year 1, in their third year, Year 2. This is how year groups are labelled in the National Curriculum and applies to all schools.

We can admit 60 children with a pupil teacher ratio of approximately 30 to 1. In addition, each class has teaching assistants. The following classroom organisation is our usual way of structuring when the school has its maximum number of pupils on roll. This can change and is subject to the actual numbers in each year group.

## **CLASS STRUCTURE**

Rabbit Class	Reception Year
Owl Class	Reception Year
Hedgehog Class	Year 1
Squirrel Class	Year 1
Fox Class	Year 2
Bumblebee Class	Year 2

## **SCHOOL TIMES**

**MORNINGS**            **8.50 - 12.00 pm.**

**AFTERNOONS**        **1.15 - 3.10 pm.**

Children should arrive at school between 8.40 am and 8.50 am. The cloakroom doors are opened at 8.40 am and children may go straight to their classrooms. If your children go home for lunch they should not return to school until 1.10 pm.

**Holiday Dates 2016/2017 see additional sheet**



## SCHOOL ADMISSION POLICY

Parents are welcome to visit the school by prior arrangement if they are considering applying for a place for their child. A visit afternoon is held in the autumn term of each year, when children who may begin at the school in the following academic year will be shown round the school with their parents by some of the older children. The Headteacher will be available to answer any questions.

The academic year runs from 1st September to 31st August. By law children must start statutory education full time at the beginning of the term following their fifth birthday. Where admission is offered before compulsory school age, parents may delay their child's entry into school until later in that academic year. Children must attend for at least part of their Reception Year if a place has been accepted in the school. Please inform the school if you wish to delay your child's entry into school.

All children may start school full time at the beginning of the autumn term before their fifth birthday. In the summer term before the child begins school, parents will be asked to decide if they would prefer their child to begin full or part time. Part time attendance will be for 5 mornings, 8.50am to 12 noon. All children are expected to be attending full time at the latest by the beginning of the summer term, and no later than the beginning of the term after their fifth birthday.

All parents will be issued with information about the full range of available schools by the Local Authority in the Autumn Term before their child is due to start school. Children must then be registered with the Local Authority, using the included preference form, by the middle of January. The LA will write and tell you which school your child has been allocated by the end of April in the academic year before your child is due to start school.

If the number of children registered is greater than the number of places we have to offer selection will be made by the LA using these criteria in the following order of priority;

1. Children for whom the statement of Special Educational Need names that school.
2. Children in public care

**Children who reside within the designated area and:**

3. Have a sibling attending the school at the time of admission.
4. Have a sibling attending the adjoining Junior School.
5. Have no sibling connection with either school.

**Children who reside outside the designated area at the time of admission and;**

6. Have a sibling attending the school at the time of admission.
7. Have a sibling attending the adjoining Junior School.
8. Have no sibling connection within the school or adjoining Junior School.

**In the event of over subscription in any of these criteria then those living closest to the school will be given priority.**



## **STARTING SCHOOL**

In the summer term we invite the children who will be starting school in September to visit school on one of two afternoons with their parents or nursery leaders. Teachers visit local nurseries to read stories and meet the children. In June we invite parents to an Open Evening and after this we hold an Open Afternoon for the children to spend an afternoon in the classroom, with their teachers and teaching assistants.

Reception children will start school in a staggered intake.

Children will come into school for mornings only Monday - Friday for at least their first week, after which children will normally be attending either full time or for five mornings if they are part time.

Parents can request that their child attends part time until they reach compulsory school age (the beginning of the term after their fifth birthday) or they can request that the date of admission is deferred until later in the school year, or until their child reaches compulsory school age. However, admission can not be deferred beyond the school year in which the original application was accepted, and all children must start to attend before the end of the summer term.

Children who have Special Educational Needs or have other specific needs may need a longer time to settle in to school. In these cases specific arrangements can be put into place.

We do know that this can be a worrying time for parents and we try our best to make the transition from home to school as easy as we can.

Children who join us at an older age may spend half a day at school before they are due to start.

If you would like any further information or would like to discuss what would be best for your own child please contact the school.



# **THE AIMS AND VALUES OF THE SCHOOL**

## ***INSPIRING IMAGINATIONS***



## **CECIL GOWING INFANT SCHOOL SPROWSTON**

### **AIMS AND VALUES**

#### **We believe**

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

## **THE SCHOOL CURRICULUM**

*"Excellent teaching gives children the life chances they deserve... Enjoyment is the birthright of every child. But the most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged - but what excites and engages them best is truly excellent teaching."*

*Excellence and enjoyment: a strategy for primary schools, May 2003 (Ref: 0377/2003)*

'The best primary schools combine high standards with a broad and rich curriculum.' Ofsted.

*"Teachers and teaching assistants have excellent relationships with their pupils and plan interesting topics that make pupils keen to learn. Proficient teaching assistants play an important part in the good progress pupils make".* Ofsted report May 2014.

At Cecil Gowing we work within the framework of the National Curriculum, as required by law, to teach and assess pupils.

We use an approach called 'The Mantle of the Expert' in order to help us to teach most subjects across the curriculum in a more flexible and exciting way and to help the children learn life skills. The Mantle of the Expert is a drama approach which puts children in the driving seat for learning by developing children's natural inclination to role play. Children are involved in realistic situations where they explore areas of learning by imagining that they are already experts, such as rescuers trying to prevent a by-pass destroying an area of outstanding natural beauty. The feeling of responsibility and being relied on by others is enjoyed by the children and encourages them to practise and develop skills.

In order to help us do this, we group the subjects as they are grouped in the Foundation Stage, and focus on different areas each term. In this way we teach the key skills of the National Curriculum – Communication, Application of Number, Information Technology, Working with Others, Improving own Learning and Performance, Problem Solving and Thinking Skills.

We teach specific skills such as handwriting, phonics and parts of Maths as separate subjects. Usually RE and Information Communication Technology skills are also taught separately. We are continually working to improve the teaching of early reading and writing and have developed the teaching of phonic skills and handwriting to a high level.

*"Pupils' achievement is rising. School records and work in pupils' books show that the great majority of those currently in the school are making good progress."* Ofsted report May 2014.

## **PLANNING THE CURRICULUM**

Teachers plan together in year groups, using the National Curriculum as the framework for their planning and ensuring that the appropriate skills are taught. They focus on different areas of the curriculum each term to ensure that the children cover an appropriate curriculum for either the Early Years Foundation



Stage or Key Stage One. Teachers plan to ensure that each child is working towards the same targets in each year group but also working at their own level.

## **THE EARLY YEARS FOUNDATION STAGE**

We follow the guidelines set out in the Early Years Foundation Stage document provided by the government and which provides for a curriculum with a strong base on which to build future academic, social and emotional success.

The key to this is building strong relationships between our school and parents and local pre-school providers. We value the knowledge and experience that the children bring to our school and aim to build on this through the use of creative play and drama activities in order to enable the children to achieve their full potential. We feel it is important to ensure that all the children feel they can make a positive contribution to the school community.

During the Foundation Stage children are given lots of opportunities to extend and apply their learning in guided and self chosen activities, inside and outside the classroom. Our Reception children have access to a covered, secure outside area that is well resourced. Parents are invited in to look through their child's EYFS Profile each week, once children are settled in school.

*“Children currently in the Reception classes are making good progress, especially the most-able. These children make excellent use of their knowledge of phonics to read and spell words. They are well ahead of most children of their age.”* Ofsted report May 2014.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

(-PSHE, Sex Education and RE)

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Children are taught PSHE and Citizenship through all curriculum subjects. Lessons and activities are planned with relevance to the areas currently being studied. Regular 'Emotional Literacy' sessions and 'Circle Times' play an important part in giving children opportunities to discuss issues and share their views, enabling them to learn about their feelings and how to address any problems they may have. The children have regular Class and School Council meetings where they begin to take responsibility for the welfare and smooth running of the school community.

## **SEX EDUCATION**

Health and Sex education is part of the science curriculum and children learn at an appropriate level about growth, reproduction, birth and death. Governors and staff believe that parents are the best people to answer children's specific questions about sex. Staff deal with questions honestly within the framework of the law and school statement.

## **RELIGIOUS EDUCATION**

We follow the school's scheme of work, in line with the current Norfolk Agreed Syllabus, the aim of which is to help children learn about Christianity and the other principal religions represented in Great Britain. This is approached primarily through stories, festivals and ceremonies. Children are encouraged to acknowledge and respect that people have different beliefs and practices that

are important to them. Children are also helped to learn from religion, exploring environmental issues, moral values and attitudes. They are encouraged to think about the needs of others and how they can help them.

## **COMMUNICATION, LANGUAGE AND LITERACY**

(- English, Drama)

### **Speaking and Listening**

We believe that confidence and skill with spoken language is essential for learning in all areas of the curriculum. From the Early Years Foundation Stage onwards we encourage children to engage in group discussions and participate in drama in order to develop their thinking skills.

### **Reading and writing for a range of purposes on paper and on screen**

We believe that a good understanding of the way sounds are written in English is essential for good reading and we use a systematic and rigorous approach for the teaching of synthetic phonics. We teach spelling in a structured way when children have grasped the basic principles of phonics.

Parents play a vital role in helping their children learn to read. Therefore, we encourage parents to take an active part in hearing their child read. Every child has a reading diary which gives details of their reading activities. The book is taken home for parents to add their comments and it acts as a valuable link between home and school. We use the Oxford Reading Tree as our principal reading scheme, updating our stock regularly.

Our teaching of reading and writing takes place in dedicated sessions and opportunities for practice and reinforcement are provided during cross curricular Mantle of the Expert sessions.

We read regularly to children, and encourage parents to do the same, in order to develop a love of good literature from an early age. As children progress through the school they begin to recognise the features of good writing and begin to try some of these out for themselves. We have a large stock of modern fiction and non-fiction books that are colour coded and numbered. Children are taught library skills and encouraged to take books home to share with their families. Parents and children may choose books together from the school library, which is accessible before and after school.

Children need to develop comfortable handwriting with correct letter formation from the start. Initially children are taught to print and during Year 2 they are taught a cursive style.

Curriculum meetings take place during each term for parents of children in each of the year groups. We explain how we help children make progress with their learning and there is an opportunity to ask questions.

*“Pupils read with pleasure and confidence. They are very keen to discuss favourite characters and events in their chosen books. Most-able readers are reading at the level of pupils two years older. The headteacher’s determination to improve links with parents has been very helpful in guiding parents to help their child with reading at home. The great majority of pupils read at home regularly.”* Ofsted report May 2014.

## **VISITS AND VISITORS**

In order to enrich the curriculum, we arrange a number of visits out of school during the year, such as the whole school visit to Norwich Playhouse to see a play aimed at young children. Each year group make visits focussed around the curriculum such as the Year Two visit to Cromer. We also have visitors to the school, for example, the fire service, the road safety team, storytellers, dentists and multi cultural dance workshops.

## **MATHEMATICAL DEVELOPMENT**

We follow the recommendations for the Primary Framework for Mathematics, as suggested by Government guidelines. We discuss how we teach maths throughout the year when we hold year group meetings for parents. We welcome parents' help in supporting their child to gain skills in maths, and send home appropriate maths games for them to play at home with their child.

### **Using and Applying**

Children need to be able to use the skills they learn in the real world. We aim to help children to think for themselves so that they are able to choose the appropriate maths for problems they may face. We use the Mantle of the Expert to approach certain aspects of maths, for instance data handling, weighing, measuring and dealing with money.

### **Number**

This includes algebra, data handling, and mental arithmetic, which is practised each day, initially through rhymes and games. In all situations we want children to understand what they are doing. Children have practical experience with maths apparatus at all stages. They are required to know and be able to use addition and subtraction number bonds, be able to estimate answers, understand place value and to have an increased knowledge of multiplication and division, including tables.

Algebra at infant school level is concerned with being able to find patterns and rules when using numbers. Children are encouraged to identify patterns and predict how they should continue.

Within certain projects children learn different methods of collecting, recording and presenting information. They are encouraged to interpret simple graphs and diagrams. We aim to provide experiences in using simple databases on the computer.

### **Shape, Space and Measures**

Our world is full of shape and space and we use the school environment as much as possible in our exploration of this subject. By Year 2 children should be able to identify a range of 2D and 3D shapes and know their properties. We teach children to estimate and measure in standard units of weight, length, volume and time in practical situations.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

## **SCIENCE**

Science is concerned with young children finding out about themselves and the world around them. It can be taught as part of a Mantle of the Expert, or as an individual subject, as appropriate. We aim to give children an awareness of science in everyday life, emphasising health and safety. We encourage them to ask questions, solve problems and develop a caring, responsible attitude to plant and animal life.

### **Experimental and Investigative Science**

When taking part in all scientific activities children will be encouraged to ask questions, make suggestions, observe closely, predict, test their own ideas fairly and draw conclusions from their findings. They are encouraged to choose their own equipment and use it carefully.

### **Life Processes and Living Things**

They will learn about the variety of plant and animal life and are helped to understand the conditions needed for healthy growth and realise that human behaviour can affect the world. They are taught the importance of looking after their bodies and about the role of medicines. They learn that all drugs, including medicines, can be dangerous.

### **Materials and their Properties**

Children learn to recognise that some materials are natural and some are man made and that they are chosen for specific uses according to their properties.

### **Physical Processes**

We teach that pushes and pulls are forces. Children learn that electricity can be dangerous and they make simple circuits using batteries. They are helped to understand at a simple level why there is day and night and the movement of the planets. They learn about the variety of sources of light and sound.

## **GEOGRAPHY AND HISTORY**

These two subjects are mainly taught within the Mantle of the Expert. Geography uses the local environment as much as possible. Children are taught to observe man-made or natural features and to make simple maps. They are taught to be aware of their place in the world they live in. In Year 2 children study a contrasting area such as Cromer.

In History we develop a sense of place and time and an appreciation that the past affects the present. We teach children to use different sources for historical evidence and try to include hands-on experiences such as visits to museums where possible.

## **PHYSICAL DEVELOPMENT**

(- PE, Handwriting)

Physical Development is a major part of the curriculum for young children. During their time in Cecil Gowing we aim to develop the children's fine and gross motor skills. During the Foundation Stage children are given a wide range of activities to develop their fine motor skills eg. bead threading, modelling materials, painting etc. These activities are a necessity to develop the skills they need for handwriting. Throughout Key Stage 1 we use the Berol Handwriting Scheme. In Year 1 children learn how to form their letters correctly and in Year 2 this extends to joined up writing.

## **PHYSICAL EDUCATION**

The aim of Physical Education at Cecil Gowing Infant School is to develop the physical ability of the children so they can move effectively, efficiently and safely, and understand what they are doing.

In PE we follow the school's scheme of work which is in line with the National Curriculum for PE. Children take part in dance, gymnastics and games using a wide range of small and large apparatus. We also encourage children to think about how an active lifestyle can lead to good health.

Safety is a major consideration during these lessons, and therefore children should **not wear any jewellery, especially earrings**, when taking part in P.E. or games. If your child needs to wear spectacles whilst taking part in PE, we ask that you fill in a simple form, which is available from the school secretary, taking responsibility for this.

## **CREATIVE DEVELOPMENT**

(-Art, Design Technology, Music)

Children are encouraged to work creatively, usually within a Mantle of the Expert.

In Art and Design Technology, children will develop skills to observe closely and use their imagination to make 2 and 3 dimensional objects, and make improvements to their work. They will make choices and learn to evaluate their work. They will use a wide range of materials, including food and fabrics, taking inspiration from different artists, times and cultures.

In Music, we encourage children to listen, compose and perform with confidence and understanding. Children listen to music from diverse times, cultures and styles.

Some skills are taught separately, such as Year 2 recorder groups.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

The children are encouraged to develop their ICT skills using a wide range of resources. Every classroom has an Interactive Whiteboard and 3 PCs that offer access to the Internet and the opportunity to use CD ROMs to enhance the children's learning. The children will use ICT for a variety of activities, including: using Bee Bots which teach simple programming techniques, using tape recorders to discuss different ways of storing information and using word

processing to communicate their ideas. They also have access to laptops and data projectors. Although it is appropriate to teach ICT skills separately, we aim to integrate as much of the ICT curriculum as possible within the other areas of the curriculum.

### **COLLECTIVE WORSHIP**

Our assemblies are conducted as an act of Collective Worship. Assembly is valued as an opportunity to bring the whole school together. In this way a group ethos is developed within the school.

When appropriate, a time to think and reflect is included as part of assembly and children are encouraged to contribute their ideas. Singing is an important part of whole school assembly and children sing songs and prayers that are all non-denominational. On days when there is not a school assembly the children take part in an act of collective worship in class.

### **WITHDRAWAL FROM RE AND COLLECTIVE WORSHIP**

Any parent who has a specific objection to their child taking part in RE or collective worship has the right to withdraw him/her. Please contact the school to discuss it with the Headteacher. A copy of the school policy dealing with this may be borrowed. Children who are withdrawn will be supervised. They may be encouraged to read quietly, look at books or do an educational puzzle.

### **CHILDREN WITH SPECIAL NEEDS**

The school policy conforms with the legal framework of the Children and Families Act 2013 and the current Code of Practice on the Identification and Assessment of Special Educational Needs. It gives details of how children are identified and the way the school supports them. The School has adopted Norfolk County Council's special educational needs action record keeping system and is supported by a team of professionals employed by the LA. Our Special Needs Co-ordinator is the Headteacher and we have a nominated Governor responsible for this area.

All children with special needs (including those who are gifted and talented) have access to a broad and balanced curriculum. We have a very good reputation for helping children with special educational needs and we like parents to be closely involved at all stages in the process of assessing and providing for their needs. We are willing to give advice and parents are encouraged to help at home. If we think it is necessary to refer a child to an outside agency this will be discussed fully with parents.

The school is adapted for children who are physically disabled and meets all of the requirements relating to the Disability Discrimination Act 1995. If you have a child who is disabled or a child with any other special needs it is important that you discuss your child's requirements with the Headteacher before he/she starts school.

### **CHILDREN WHO ARE GIFTED AND TALENTED**

Children are assessed using the Early Years Foundation Profile and Assessing Pupil Progress in Key Stage One. Any children who is found to be working at a much more advanced level either through this or through teacher assessment has appropriate provision made for them, sometimes including working 1:1 to ensure that they have their needs met and that they are able to work at their own level in the appropriate area(s) of the curriculum.

## **KEY STAGE 1 ASSESSMENTS**

In Year 1 children's knowledge of phonics is assessed through a screening check in June. This takes about 10 minutes, and is administered by the child's class teacher. The results of the screening check will be reported to parents at the end of the school year.

In Year 2 children who did not achieve the required result during year 1 in the phonics check will be assessed again during June as Year 1.

Year 2 are also assessed in English, Maths and Science by their teachers, and these assessments are then backed up using the Government's Standard Attainment Tasks, known as end of Key Stage 1 Tasks and Tests. The results of the teacher assessments are reported to parents who are given the opportunity to discuss them with the teacher.

See also pages 14 and 20 School Reports and Key Stage 1 results.

## **BEHAVIOUR**

Children and adults are expected to behave in a responsible, courteous manner to other children and adults in school. Unacceptable behaviour is dealt with immediately by the class teacher and persistent problems are referred to the Headteacher. We believe that close contact between home and school usually helps with any behaviour problems. We will contact you if we think it is necessary and we would like you to tell us if your children are having problems at home. It helps us to understand your children and support them. Our school has a clear Behaviour Policy which can be accessed by parents.

## **LOOKED AFTER CHILDREN**

The Headteacher is the nominated member of staff who has responsibility for the needs of children in public care at Cecil Gowing School. She will ensure that any child in the school who is looked after has a Personal Education Plan and is supported appropriately.

## **SAFEGUARDING CHILDREN**

We are required by law to follow the procedures laid down by the Local Safeguarding Children's Board. If we see signs which suggest that a child may have been the victim of abuse we have a legal obligation to follow these procedures. This does not infer that any parent or carer is being accused of wrong doing. The Headteacher is the "Designated Teacher" and is responsible for seeing that any safeguarding children issues are dealt with under the code of practice.

*"Pupils behave well and feel safe in school. They have positive attitudes to learning. In Year 2, in response to their teachers' high expectations, pupils' behaviour is outstanding". Ofsted report May 2014.*

## **HOME SCHOOL LINKS**

### **SCHOOL REPORTS AND RECORD KEEPING**

On entry to the Reception Year we record what the children are able to do when they begin school in their Early Years Foundation Stage Profile This is then updated each term during the Reception Year. In Years 1 and 2 details of children's progress in the National Curriculum are recorded using 'Assessing Pupil Progress' sheets for reading, writing and maths and on individual school assessment records for other areas of the curriculum . Every child has a "profile of work" which is a collection of pieces of work completed at different ages from different areas of the curriculum. Parents may see this record if they wish.

Towards the end of the Summer term a report on each child is written. Children and parents have the opportunity to record their comments. When children transfer to the Junior School or change schools their records are passed on.

### **PARENT TEACHER CONSULTATION**

Twice a year parents are invited to make an appointment to see the class teacher and discuss their child's progress. This is in the Autumn and Spring terms for Years 1 and 2, and the Autumn and Summer term for Reception.

Parents are always welcome to discuss with the class teacher or Headteacher any aspect of their children's welfare or education that is giving them cause for concern. Class teachers find it difficult to discuss an individual child while they are teaching, particularly first thing in the morning. If you do want to discuss something with the class teacher please make an appointment.

Parents of children in the Reception year are invited to come in to school each Friday morning once the children are settled into school, to look at their child's Early Years Foundation Stage Profile, share it with their child and talk to the class teacher if they desire.

Parents of children in years One and Two are invited in to the school from time to time during the year to look at work the children have been doing or to take part in some aspect of the children's learning.

### **Home - School Agreements**

We have a written home - school agreement for pupils and parents. This explains the aims and values of the school. It makes clear the responsibility of the school, how you can help your child and what the school expects of all pupils.

### **Homework**

All children are expected to do homework, in line with the school homework policy. This can range from looking for objects starting with a certain letter in the



Reception year, to learning number bonds in Year 2. All children are given Maths games to bring home to play and reading books are sent home regularly.

### **PARENT HELPERS**

Parents are always very welcome in school to help with art, craft, spelling, cooking, computers or reading. If you would like to help please tell a member of the office staff, the Headteacher or the class teacher. Regular helpers have to hold an enhanced DBS check which should be organised through the school.

### **SOCIAL EVENTS AND FUND RAISING**

We have a P.T.A. called The Friends of Cecil Gowing, who support the school by holding fund raising events throughout the year such as Pamper evenings, Family Nights, Christmas Fayre, etc.

All parents automatically become members. The Friends Association Committee is always keen for new parents to join them. If you are interested or wish to know more please contact Mrs Halstead, the Chair, or a member of the office staff.

Funds raised by the Friends are used to provide extra equipment for the children that the school could not otherwise afford. Educational trips for pupils are also subsidised by the Friends and without their support these could not take place.

### **SCHOLASTIC BOOK CLUB**

Scholastic catalogues will be sent home each half term. These catalogues contain good value offers on books and the school receives 20% of sales in free books. Once a term we plan to have a book sale in the school hall. During the afternoon parents and children will be able to spend time browsing through and purchasing the books. Again, the school gets a return on sales that will be spent on library books.

### **EXTRA-CURRICULAR ACTIVITIES**

During Year 2 children may learn to play the recorder during lunchtimes. The teaching staff run a variety of special interest clubs for Years 1 and 2, during lunchtime and after school such as multi-skills, signing and art. Children are informed of the clubs for the year in September and may apply to attend one club each year.

In dry weather at playtimes and lunchtimes children are supervised while playing with a range of outdoor equipment. The teachers, teaching assistants and Midday Supervisors have received training in playground games to help them support the children in their play.

In Years 1 and 2, during playtime and lunchtime children may play football. This is supervised by adults, but children are encouraged to organise their own play. We also offer clubs for Multi-skills and football through private providers.



## **SCHOOL ADMINISTRATION**

### **ABSENCE FROM SCHOOL**

Please let us know the reason for your child's absence, either by telephone or by writing a note, on the first day of the absence. If your child is away, and we are not told the reason why, it is classed as an unauthorised absence. We will telephone you if we have not heard from you during the first day of absence.

When there is a dental or doctor's appointment, please let us know when you are going to collect your child and sign them out on the form in the foyer. When booking appointments please arrange them for after 1.45pm if possible to support your child's attendance. Holidays during term time are not authorised and you may receive a fixed penalty fine. Please see the enclosed cluster attendance letter (September 2015). All schools are under considerable pressure to reduce absence and our school is very proud of our attendance record which is above the national Average.

### **SCHOOL MEALS**

All children in our school will receive a government funded lunch from September 2014. You will learn more about the system of ordering once your child has begun in our school. Meals need to be ordered a week in advance and a menu is available to help you decide your child's choice. We encourage children to choose the hot dinner but there is a packed lunch available too.

Our school still receives funding for children eligible for the previously known **free school meals** and we urge you to apply. Forms are available from the office, downloaded from our website and in your admission pack. We can offer your child funding for clubs, uniforms and trips as well as fund teaching time for children in our school who need extra support. Your child does not have to have the meal each day, it is only based on eligibility.

If you prefer to send in a packed lunch, this should be in a clearly named airtight container with a cooling block included in hot weather. It should provide a balanced lunch and should not include sweets or chocolate, but biscuits and cake are allowed. Children should bring a cold drink in a spill-proof container. Fizzy drinks are not allowed. The school's Food Policy can be accessed for further details.

### **WATER**

The PTA provide all children with a clear, water bottle with a sports type lid on entry to school, which they are expected to bring home each evening to be re-filled. The PTA holds stocks of extra lids at 40p and extra complete bottles at £1.10, both of which are available from the school office. The children are encouraged to drink from the bottles during the school day. Water is not available in school for re-filling although all children have access to water fountains.

## **CLOTHING**

The school uniform colours are maroon and grey and we encourage all children to wear it.

We have a PE kit which requires black shorts and a white T. shirt. In Years 1 and 2 children will also need plimsolls or trainers during the summer term. Reception children will not need plimsolls when they begin school in September. The older children may need suitable clothes for outside games in the winter e.g. trainers, a tracksuit or jogging trousers and top.

Sweatshirts, fleeces, PE rucksacks, PE kit and book bags can be purchased from School Trends, via their website.

Children sometimes take part in messy activities. We try very hard to protect their clothes but we cannot be held responsible for any damage. Lost property is kept in the Secretary's Office.





**PLEASE MAKE SURE YOUR CHILD'S NAME IS ON ALL CLOTHES AND SHOES**

## **HEALTH AND WELFARE**

**For issues regarding health and welfare there is a School Nursing Team that is based at North Walsham Hospital, Yarmouth Road, North Walsham, NR28 9AP**

The Health Authority no longer carries out medical examinations on all children when they start school but they are all screened for hearing, vision, and growth. At any time the school or parents may request a medical examination. The Community Dental Service visits the school periodically.

Children who become ill or injured during the school day are cared for by the staff. Parents will be contacted if we think it is necessary for the child to go home. We keep a list of emergency telephone numbers where parents, grandparents or friends can be contacted during the school day. **It is very important that you inform us of any change.**

### **ADMINISTRATION OF MEDICINES IN SCHOOL**

Any medicine if it is not administered properly can be harmful. Please help us to protect your children by keeping to the following code of practice.

**IF A MEDICINE IS PRESCRIBED** and must be taken during the school day then parents may come into school to give it to their child. If you are unable to do this, please bring the medicine to the school office in the original container, clearly labelled with the child's name and the required dosage. You will be asked to fill in an authorisation form to allow the medicine to be administered by school staff.

### **ASTHMA**

Many children need to use an inhaler and we will accept responsibility for these and supervise children when they need to use them. If your child has asthma,

please come and discuss this with a member of the office staff. You will be asked to fill in a form detailing the type of medication used, the dosage and when it should be administered.

The office staff, are responsible for supervising medicines which are kept in the medical room away from children. **Please do not leave any medicines with the class teacher.** We are unable to administer any medicines which have not been prescribed.

## **SAFETY**

Every effort is made to keep your children safe at school. Rules and the reasons why they are necessary are frequently discussed with pupils.

A group of governors inspects the school each term and reports to the full Governing Body. Any defects are reported to the County Building Surveyor. The school Health and Safety policy is based on recommendations from the Local Authority. The school has a fire alarm and we practise a Fire Drill each term.

**JEWELLERY** Only stud type earrings are considered safe jewellery to wear at school. **No jewellery at all may be worn for P.E. or games.** For the first six weeks after ears have been pierced your child may not be able to participate in all PE activities so we ask that you use the summer holiday to have your child's ears pierced if that is what you wish.

**DOGS** are not allowed on the school premises or in the grounds (other than guide dogs).

### **SAFETY ON FALCON ROAD**

This school and Falcon Junior School share a patrolled crossing on Falcon Road. Falcon Road is very busy and the staff in both schools do their best to help the children develop good road safety habits. We do need your co-operation and would be grateful if you would take note of the following points.

- \* Please respect the no-parking zones.  
NB. There is no parking on Falcon Rd. in the area shown by the yellow lines
- \* All children must walk sensibly along the path - **NO RUNNING**
- \* All children must cross the road at the patrol point.
- \* Please set a good example and use the crossing when you are with your children.
- \* **DO NOT STAND ON THE OTHER SIDE OF THE ROAD AND CALL YOUR CHILDREN ACROSS**
- \* **DO NOT STOP YOUR CAR ON THE CROSSING OR ON THE YELLOW LINES AND WAIT WHILE YOUR CHILDREN GET INTO THE CAR**

It is difficult to park close to the school. If you do come by car please try to be aware of safety and be considerate to people who live in the area, and leave your car a little distance away from the school.

**We are unable to allow parents to use the school car park for dropping off and collecting children, for safety reasons.**



## **GOVERNMENT LEGISLATION**

By law we are required to inform you about the following: -

### **CHARGING FOR SCHOOL ACTIVITIES**

The law states that a school can not charge parents for activities which take place in school time. On occasions you will be asked for a voluntary contribution of a certain amount towards an activity which we have arranged. Your child may still take part even if you do not pay.

The Staff and Governors agree that education is enhanced by visits to interesting places and performances by theatre groups and musicians. These are therefore included in the school curriculum but cannot be paid for unless parents contribute towards the cost. In the past parents have been very generous in supporting fund raising events and some of this money has been used to subsidise a variety of educational activities. We depend on this financial support.

### **MAKING A COMPLAINT**

If you are unhappy about any aspect of your child's education or experience at school you should make an appointment to see the class teacher. We hope that discussing the matter in this way the problem can be resolved.

If, after talking to the teacher, you are still dissatisfied then please make an appointment to see the headteacher. If you are still unable to find a resolution to the matter, the headteacher can speak to a member of the governing body who may offer to intervene informally. However, this would be on a voluntary basis. If a resolution still cannot be reached, the headteacher may ask for information or support from Children's Services.

If the matter remains unresolved you should tell the headteacher you may wish to make a formal complaint. Parents, carers or guardians must write a formal letter of complaint to the headteacher. The letter will need to set out clearly the issues which have previously been discussed and why the parent, carer or guardian considers the issue to be unresolved. The headteacher will consider the complaint and discuss a resolution with the complainant. A written resolution should be offered within 10 school days of receipt of the letter.

If a complainant feels the complaint has still not been resolved (s)he should write to the Chair of Governors to request that a Governor's Complaints Panel meets to hear the complaint within 10 school days of the last meeting with the headteacher.

If the concern or complaint is specifically about the headteacher and is unable to be resolved at the informal stage, then it will be necessary for the complainant to formally complain to the Chair of Governors.

### **RACE RELATIONS**

The school meets the legal requirements relating to the Equality act 2010.

### **SEX DISCRIMINATION**

The school meets the legal requirements of the Equality act 2010.

### **ABSENCE FROM SEPTEMBER 2014 to JULY 2015**

2015 absence = 4.3%. Our target for 2016 is 4%

If your child is absent from school and we are not given an explanation this is classed as unauthorised absence and recorded in the register. If your child is late for school this is also classed as unauthorised absence for that session. Every year the school completes a return on rates of absence. These are published nationally in league tables.

## **CURRICULUM ASSESSMENTS**

### **KEY STAGE ONE SUMMER TERM 2015**

In comparison with other schools across the country our results were well above average in English, Maths and Science in 2015. Every year there are changes in the assessments, which aim to raise the standard each year. We are only required to report the assessment results although the children are tested as well.

Children being assessed in year 2 tend to be working within levels 1 - 3

Seven year old children are expected to achieve level 2.

Seven year old children achieving level 3 are well above average.

Average eleven year old children should be achieving level 4.

**Information about the testing and assessment procedure is available from school. Results for July 2016 will be reported in a different way using percentages of children achieving “at the expected level”, “below the expected level” or “above the expected level”.**

### **National results are from 2015**

Key Stage 1		2014
Reading %L2+	Cecil Gowing School	93
	National	90
Writing %L2+	Cecil Gowing School	95
	National	88
Maths %L2+	Cecil Gowing School	96
	National	93
Reading %L2B+	Cecil Gowing School	79
	National	82
Writing %L2B+	Cecil Gowing School	77
	National	72
Maths %L2B+	Cecil Gowing School	88
	National	82
Reading %L3+	Cecil Gowing School	48
	National	32



Writing %L3+	Cecil Gowing School	34
	National	18
Maths %L3+	Cecil Gowing School	34
	National	26



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**LIST OF ADDITIONAL LITERATURE WHICH MAY BE BORROWED FROM SCHOOL.**

(School policies are also available on the website.)

NATIONAL CURRICULUM DOCUMENTS

NORFOLK CURRICULUM POLICY STATEMENT

NORFOLK AGREED SYLLABUS FOR RELIGIOUS EDUCATION

OFSTED Reports

SCHOOL POLICY DOCUMENTS ON: - (These may also be found on the school's website)

SEX AND RELATIONSHIP EDUCATION

DRUGS

FOOD

BEHAVIOUR

ANTI-BULLYING

EQUAL OPPORTUNITIES

DEALING WITH A RACIST INCIDENT

SPECIAL NEEDS CODE OF PRACTICE

COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

SCHOOL BOOKLET ON SCHOOL PROCEDURE AND SAFETY

LEARNING AND TEACHING POLICY

ASSESSMENT, RECORD KEEPING AND MARKING POLICY

COMPLAINTS

CURRICULUM DOCUMENTS IN THE SPECIFIC CURRICULUM AREAS