

FRETtenham PRIMARY SCHOOL

Part of the Nebula Partnership

Prospectus



Creativity Courage Friendship

Frettenham Primary School
School Road
Frettenham
Norwich, NR12 7LL
Telephone 01603 737405
Email office@frettenham.norfolk.sch.uk



Our School Value and Aims

Our Vision Statement

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

A place for all to flourish.

Our School values chosen by the children are:

Creativity

Courage

Friendship

Welcome

Welcome to Frettenham Primary School and thank you for taking an interest in our school. We are a small rural school, which has a wonderful family atmosphere because the staff know the children well and children of all ages learn and play together. We aim to provide a full and rich curriculum and are passionate about creating learning experiences that inspire and motivate. We look to harness our children's natural curiosity, creativity and eagerness as our starting point and through our carefully considered curriculum we aim to enable the children to become happy, effective, independent learners. We encourage them to develop their own identity while also ensuring they feel part of our school and wider community.

We understand the need for good working relationships between school and home for children to reach their full potential and look forward to working with you to create a happy, safe, learning environment for you and your child. This prospectus will give you an idea of school life at Frettenham Primary School. I would encourage you to definitely come and arrange a visit and meet our amazing children and staff for yourselves. Further information can be found on our website. If you would like to speak to me directly about any specific areas or concerns, my contact details are below.

Gyles Longhurst
Head of School
Frettenham primary school
01603737405
headofschool@frettenham.norfolk.sch.uk

Our Staff

Executive Headteacher

Mrs Ashley Best-White

Executive Deputy Headteacher

Mrs Jenni Porter

Head of School

Gyles Longhurst

Teaching Staff

Miss Stacey Keeler

Reception, Year 1 and 2

Mrs Mary Board / Mrs Fiona Nerney

Year 3, 4, 5

Mr Gyles Longhurst

Year 6

Learning Support and Teaching Assistance

Mrs Sandra Brind

Mrs Jayne Galey

Mrs Claudia McGuire

Non Teaching Staff

Mrs Emma Leggett

Secretary

Mr Stephen Newell

Caretaker

Julie Stearman

Cleaner

Mrs Natasha Lofty

Dining room assistant

Our School

Starting school is a great adventure, but we understand that starting a new adventure can be both exciting and daunting, regardless of whether your child is transferring from another school or starting school for the first time. We will therefore support you and your child fully with this.

We would encourage you to come and visit our school, have a tour and meet our staff who will be able to answer your questions, help and advise you.

Our School is part of the Nebula Partnership which is a partnership of six schools including White Woman Lane and old Catton Junior Schools Hainford, St Faiths' and Horsford Primary schools.

The Head of School is responsible for the day-to-day management of the school. The role of the Governing Body is to provide strategic management to act as a "critical friend", supporting the work of the Headteacher and staff.

About our site

Frettenham Primary School is a small community school situated seven miles north of Norwich in the village of Frettenham. The school currently caters for pupils aged 4-11 and has existed since 1876. Many educational and social changes have taken place in this time and the school has always responded to the challenges of meeting children's educational needs, in a positive and constructive way.

The school operates in six separate buildings. There is a Victorian school room which has had three extensions over the last 11 years, to provide indoor toilets/cloakroom area, staff room, Headteacher's office and outdoor play area for Foundation Stage pupils, with an all weather canopy. A log cabin was constructed in 2013 to provide an additional learning space for the school and a library followed in 2016. In 2022 we replaced an existing mobile with a new classroom.

The school has a lovely large field with adventure playground equipment, replaced in the summer of 2014.

Our school Curriculum

The curriculum of the school comprises all the opportunities for learning which the child encounters during the school day. Our expectations are high and we hope that by ensuring each child becomes an independent learner, they are able to achieve their full academic potential. We use a challenge based curriculum, encouraging children to push themselves to the highest level they can. We try to develop confident resourceful learners, through tasks which require problem solving, independence and high-level thinking. Within each class we try to link together areas of the curriculum to make them relevant and engage the children's learning. For example, when studying the Romans, as well as studying it in History and English (including drama), there will be element of Art, DT and Geography as well as trips and visitors to deepen their understanding further.

Roald Dahl Day



Meeting Individual Needs

We welcome all children and will meet their needs in a caring and positive way. We are an inclusive school where all pupils are valued and we recognise that they all learn in different ways. Some pupils may require additional support and some may benefit from extension activities. Our aim is the inclusion of all children in a broad and balanced curriculum. The appropriate learning needs of all children are met through differentiated work or individual support programs.

We have a Single Equality Policy and Accessibility Plan in place which can be viewed upon request. We follow the Code of Practice and guidelines relating to Special Educational Needs.

If you have any concerns about your child joining our school, please come and discuss your child's needs.



Special Educational Needs

Children are all individuals and develop at their own individual pace. Where we feel that a child is not achieving as well as we would expect we would start a process of identifying and addressing his/her special needs.

The child's teacher, the Special Needs coordinator and parents discuss the child's strengths and weaknesses and suggest appropriate strategies or learning programmes. This may include giving a child extra support on an individual or small group basis.

If the child's progress is still very slow, with the agreement of the parents, we may call upon the advice of another professional such as an advisory teacher, educational psychologist, speech therapist or occupational therapist.

Children whose learning is more severely hindered due to visual or hearing impairment, specific learning difficulties (dyslexia), emotional/behavioural difficulties or poor coordination may be recommended for a formal assessment. This will give a clearer picture of the child's abilities and may result in a statement of the child's Special Education Needs and extra resources to meet those needs.

Parents are always involved in discussions from the beginning and no decisions are made without parental agreement.

The SEND (Special Educational Needs and Disabilities) Policy is available from the school office and on our website.

Pastoral Support at our school

Jenni Porter, the Executive Deputy for SEND for the Nebula Federation, has a breadth of experience working with outside agencies and supporting families.

We also have a great team we can call on within the Nebula:

Natalie Brown – Pastoral Manager 1:1 emotional wellbeing support for children. Natalie often takes on longer term cases or cases requiring holistic support for the whole family. Reasons for referral include family separation, low self-esteem, self-confidence building, resilience, anger management, bereavement, anxiety, self-harm, Child Protection or Child in Need and

families with an FSP. PSA – working with parents and families as a whole to provide support around a range of issues including attachment, parenting skills/approaches, low income/benefits/housing advice, attendance. Natalie also runs groups for parents focusing on parenting skills.

Alice Stackwood – Pastoral Support 1:1 emotional wellbeing support for children.

Alice works across the Federation providing support to children for a range of issues including parental separations, attitude to learning, bereavement, social skills, low self-esteem, confidence building and anger management. Alice's work is targeted and generally more short term where appropriate. Alice is able to engage with parents where necessary, but the focus of her work is with the children directly.

Home learning

As the children progress through the school they will have an increasing amount of home learning each week. In Class 1 it will be focused on reading and key maths skills, with some discussion and find out about topics. As your child moves into Class 2 and 3, there will be more written maths and reading activities and also spellings, grammar and punctuation tasks. Each child has a login to Spelling Frame, which is an online system to support their spelling work.

We encourage all children to read regularly at home (daily if possible) as this supports children's progress throughout their primary school years. Children are provided with Reading Records from Reception through to Year 6, where they record the reading that they have done at home. To support children's multiplication recall skills, we provide all children from Year 2 to Year 6 with an online login for Times table Rockstar which can be used at home and school to support their learning.



Assessments and Reports

We assess children in a variety of ways to ensure they continue to make the expected progress. Daily there is ongoing assessment through questioning, discussions, small group activities and from completed tasks. These ongoing assessments are used to adapt what is taught to the children through the week, to ensure tasks and activities are matched appropriately to the needs of the whole class, groups or individuals.

Parents are offered Assertive Mentoring meetings termly, where progress and targets are discussed with the child present. A detailed report is produced in July to reflect the whole year.

On starting in Reception year, children take the Reception Baseline Assessment, in order to provide a snapshot of their early literacy, mathematics, language and communication skills. Throughout the school year, daily teaching and learning activities allow the class teacher to build up a picture of 'the whole child' - their interest, strengths and any areas in which they need support. In the Summer Term, the class teacher will use this information to make a judgement on what a child knows, understands and can do in the 6 areas of learning: Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, reporting on children's attainment in 17 Early Learning Goals.

At Frettenham we use the online learning journal Tapestry, which allows school staff to share with you your child's achievements throughout their Reception year.

Assessments

In Year 1 pupils take National Phonics Assessment, they can retake it in Year 2 if further support is required.

In Year 4 there is a National Multiplication Assessment. This is administered online and comprises of 25 randomly selected questions with 6 seconds given to answer each one.

In Year 6 children complete the end of Key Stage 2 SATS in May. These sat in formal test conditions and are marked externally.

All children undertake assessments termly to assist in tracking progress. These are in reading, spelling, grammar and punctuation (SPaG) and maths. The purpose of these is to assist the teacher in ensuring the children are consolidating their learning and able to apply it independently. It also identifies areas where further support is necessary.

The school day

School hours

We start our school day at 08:45am and school concludes at 15.00pm. We have a morning break at 10.45am for 15 minutes, and weather permitting, we have the morning break outside and make full use of the large playing field.

Session times

Morning	8:45am	10.45am
Break	10.45am	11am
Morning	11am	12.00pm
Lunch	12.00pm	13.00pm
Afternoon	13.00pm	15.00pm

The children follow the National Curriculum which comprises:-

Core subjects	English
	Computing
	Mathematics
	Science
Foundation subjects	Art
	Design Technology
	Geography
	History
	Music
	Physical Education
	PSHE/ RSE
	French (KS2)

In addition to this the school follows the Norfolk Agreed Syllabus for Religious Education. Parents who do not want their child to take part in Religious Education lessons or in collective acts of worship should express their wishes in writing to the Headteacher.

Curriculum Enrichment

We are in the process of re-establishing our residential trips, where children stay overnight away from home. These are normally 2 nights and previously have focused on outdoor adventure activities.

All classes have day trips and visitors designed to enhance their learning experience. These are carefully planned through the year to enable children to develop a deeper understanding of their areas of study. Recent visits include, Norwich Castle Museum, Norwich Cathedral, North Norfolk Coast, Go APE, The Horstead Centre, Fairhaven Gardens, and Cromer Cinema for a Christmas treat. We also invite guests into school to help deepen childrens understanding and interest, these have included authors like Karl Nova and Luke Temple and people with jobs and interests which link to specific aspects of the curriculum like vets or palaeontologists.

Photograph: Our partnership “Luke Temple, Author day” performance



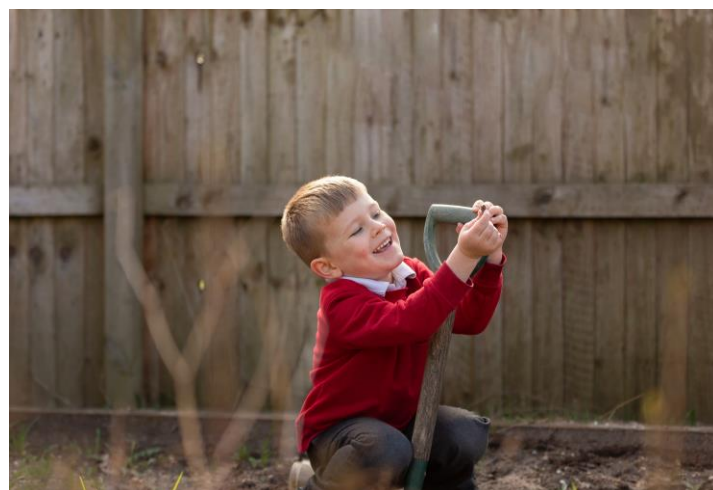
Photograph: Class 2 & 3 attend Gressenhall Museum for a World War 2 day.



After School and Extra Curricular Activities

A number of clubs are organised during and after school during the year. These include football, cricket, choir, Lego, film club, reading club and chess. We are always open to suggestions or new clubs to run and use external agencies to provide the clubs, if it is not an area of expertise which our staff specialise in.

Photograph: Dance lessons, within our log cabin



School Lunch and Snacks

School dinners are available to order. School lunches are provided by Norse. They are cooked one of our nearby partnership schools and served on site in our school canteen. There is a choice of a hot or vegetarian option or jacket potato. These can be ordered on the day, we ask payment is made in advance or no the day. Alternatively, the children can bring their own packed lunch.

Children in Reception through to Year 2 are offered a Universal Infant Free School Meal, which is a government scheme where the meals are free. During the academic year Norse offers taster days, when all children are ordered a meal to sample (even if they bring in their own packed lunch).

Fruit and Vegetable Scheme

The school take part in the “Fruit and Vegetable Scheme” which enables each child in Reception and Year 1 and 2 to have a piece of fruit of vegetable each day free of charge.

The children in years 3,4,5 and 6 may bring a snack for morning break, which should be a price of fruit or vegetable. Children must have a named water bottle, which is made available to them throughout the day.

School Uniform

All children are asked to wear school uniform; we believe that this provides a sense of community identity. The children of Frettenham School wear; Sweatshirts/ cardigans and polo shirts, which can have the school logo printed on them. These can be purchased through My Clothing (www.myclothing.com), online uniform ordering service.

- A red jumper or cardigan (Year 6 wear black jumpers or cardigans)
- A white polo-shirt or a red polo-shirt with a grey skirt, grey pinafore dress or black/grey trousers or leggings.
- In the summer a red gingham dress or black/grey shorts may be worn with a white or red polo shirt.
- A sun hat for sunny days.
- Jeans and patterned items are not considered school uniform

Sensible shoes for safety are required. (headteacher's discretion will be use)

PE Kit

On PE days children are to wear their PE kit to school to make the most of the time in the session.

- Black/navy plain PE shorts
- A round neck red T- shirt (PE T-shirts can be purchased from My Clothing (www.myclothing.com), online uniform ordering service.
- A pair of trainers (which are different from their normal school footwear)
- A jumper or tracksuits may be worn in the colder months

All clothing needs to be named clearly.

Attendance/ absence and punctuality

We publish our attendance figures weekly, in our 'Friday Newsletter'. Frequent absences make a real impact on children's achievements. If your child is absent through illness or will be late due to a doctor's or dental appointment, please let us know in a written note or telephone call. Please always follow up all absences of your child with a note. If you do not inform us, then the absence is recorded as 'unauthorised'. Registers close at 9am and children arriving after this time will be recorded 'unauthorised', children arriving between 8.50-9am will be recorded as "late" if they arrive during this period. Patterns of absence are discussed with the Norfolk Pupil Attendance Officer. We aim for 99% attendance or better. If attendance falls below 90% we will contact you to seek doctor's note or further information.

Medical care/first aid

If your child is required to take medicines prescribed by your GP over a long period of time we are not able to administer them at school, as we have no storage! Please contact the Head of School who will make the necessary arrangements.

Charging for school activities

From time to time, parents are invited to make a voluntary contribution towards the costs of additional 'enrichment' activities to cover the costs of craft and cooking materials or educational visits. These additional activities make a valuable contribution to the education of your child but no additional funds have been made available to schools to pay for them.

All letters sent to parents giving details of proposed educational visits etc, gives details of the costs including any subsidies and invite parents to make a voluntary contribution where appropriate. We believe, judging from the supportive response of our parents, that these activities are extremely valuable to the children and that all parents would wish them to continue.

Communication

Parents receive a regular newsletter, as well as email and text updates during the week.

Parent's views and opinions are sought and can be sent direct to headofschool@frettenham.norfolk.sch.uk

Safeguarding

Child protection

Our school has a duty to provide a safe and secure environment for its children and to promote the welfare of its pupils. All visitors to the school are required to report to the school office first, for security reasons. There is a security lock on the entrance gate. We have a Safeguarding Policy in place. All staff and volunteers are aware of our procedures and have been subject to the necessary vetting security checks.

Our Executive Headteacher, Mrs Best-White, is our designated Safeguarding Person and all staff receives safeguarding training and updates annually. If you have any concerns, please speak with the Head of School. Jenni Porter is the Senior Designated Professional in the Head Teacher's absence.

Safeguarding and the Curriculum

Areas of the curriculum educate children about safeguarding issues, for example through Personal Social Health Education and topics such as using the internet safely, drugs, sex and relationships. Safety issues and subjects are discussed and safe practises are also taught, for example through the safe use of play and PE equipment.

Health and Safety

We have a Health and Safety Policy and provide a safe secure environment. We work in accordance with Norfolk County Council and carry out regular Health and Safety inspections and fire drills.

At all times, we ensure that appropriate pupil/adult ratios are maintained and risk assessments are carried out for all activities and school trips.

Weather

If the school has to close due to extreme weather conditions, parents are advised to listen to BBC Radio Norfolk or Heart FM which gives local school closures at regular intervals or to look on the Norfolk County Council school closures website. Parents also receive text updates.

Parental involvement

We welcome the help of parents in school in various ways e.g. reading, and accompanying children on outings and visits etc. If you are interested then please contact the school office.

Friends Association

Frettenham Primary School has a very active and supportive Friends whose main aim is “to promote the best interest of the school and its pupils”.

The Friends provides equipment for the benefit of our children, which the school would be unable to provide through its own resources.

New ideas and willing supporters to join the Friends, are always welcomed. Please see the Friends noticeboard for full information.

Putting things right/ our complaints procedure

If a parents or carer has a concern which needs attention, then we would encourage you to speak to us so we can, where possible, resolve the issue immediately. You are welcome to speak to any member of staff, Head of School or Chair of Governors.

For further information on this, there is a School Complaints policy available from the school office and you can access advice on the Norfolk County Council website.

Equal Opportunities

All pupils, staff, parents/carers and visitors are treated as individuals, equally and fairly irrespective of race, gender, age, sexual orientation, religious background or disability. We have an Equal Opportunities Policy and a Single Equality Scheme in place, which is available from the school office.

The Nebula Federation Governing Body

The Federated Governing Body for the Nebula Partnership School consists of the following:

Chair of governing board Sue Hill Co-opted

- Ashley Best-White Exec HT
- Kate Connelly Staff Elected
- Sue Hill Co-opted (Chair)
- Doreen Kelf Co-opted
- Sylvia Mak Foundation DBE/PCC
- Margaret McPhee Foundation
- Peter Spears Co-opted
- Nicola Swan Co-opted
- Elizabeth Reeves Staff
- James Savage Staff
- John Hindley
- Mike Jones
- Jane Stockings Parent Elected by parents
- Peter Leggett Co-opted
- Martin White Co-opted
- Kirsty Anatola Associate
- Nicky Pellatt Associate
- Jenni Porter Associate

