

ST MICHAEL'S C OF E, VA, NURSERY AND INFANT SCHOOL

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WELCOME

We hope this prospectus helps you gain an understanding of what our school is all about, how it works and is organised, and what it offers.

We believe that there is a distinctive quality to St Michael's School, one which can be expressed in many ways and means different things to different people. It may be its family feel, its focus on relationships, its positive approach to education, its strong connection to St Michael's Church, the care and respect it cultivates and nurtures, or it may be our constant drive to improve, for our own sakes and for those of our children and families.

Our school continues to develop in many exciting ways so that it can continue to provide a rich and happy experience for our children.

We are both very proud to belong to a team that is committed to achieving high standards and providing the very best opportunities for the children in its care. Staff, supported by governors, work hard to deliver an inspiring and challenging curriculum, to prepare children for their next steps in education, to help them acquire the skills and confidence they need, and to inspire children to pursue learning for the rest of their lives.

The best way to find out about our school is to come and visit, to see us in action and meet staff and children. A telephone call to the school office on 01263 732260 is all that is needed to arrange this.

We look forward to welcoming you to our school, and to creating happy and successful partnerships with all our new children and families.

Headteacher

Chair of Governors

ABOUT OUR SCHOOL

AIMS

These are the values which underpin our School and express our vision for the future.

- I independence: we teach children to be independent learners.
- N nurture: we care for each child and help them to grow and flourish.
- S spirituality: as a church School, we nurture and respect faith.
- P potential: we develop children's individual strengths and believe that everyone can be successful.
- I inclusion: we hold that EVERY child and family matters.
- R relationships: we value and work hard to develop good relationships.
- E enjoyment: we make learning purposeful and fun for everyone.

The personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs and their spiritual awareness. We enable them to develop high standards of personal behaviour and a positive, caring attitude towards other people. We make sure they are given every opportunity to develop an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Our School was built in 1848 on land belonging to an early grammar School founded by Robert Jannys, a rich merchant from Norwich. A hundred years later the Church of England relinquished aspects of the School's administration to the Local Education Authority, making it a Voluntary Controlled School.

Then in January 2017 we changed status and became a Voluntary Aided School. Governors' intentions in making this change are

- to maintain the proud tradition of St Michael's as a Church of England School with a strong and distinctive ethos,
- to provide the very best education we can for the children in our School
- to preserve and increase meaningful parental choice in the primary phase in Aylsham,
- and to build upon our strong bond with the local Church community.

There are also plans to change the status of St Michael's School from Infant and Nursery to Primary and Nursery. This is to take place from September 2018. You can find out more about this on our website.

There is a strong and distinctive Christian ethos at this School and we encourage children to develop important values. Children learn these values through the teachings and stories that Jesus told, and we draw on other sources and experience to help their understanding and involvement.

This year we are looking at Trust and Truthfulness, Humility, Generosity, Respect and Reverence, and Wisdom. Families are encouraged to help by exploring values at home with their children.

The Church of St Michael's and all Angels is a short walk away from school and we make as much use of it as we can. Each class attends a special service there every term and the building itself is a rich resource for study of varying kinds. Many of our annual celebrations are held there – Harvest Festival, Nativities, and Mothering Sunday, for example. Canon Revd Beane or Rev'd Jack Bamford conduct a Collective Worship every week at school and are frequent visitors as well as fulfilling a vital role as governors. Many children go to 'Make and Take' in the church after school on Thursdays.

INSPECTIONS

The School was last inspected by Ofsted in October 2013 when we were judged to be good overall but outstanding in Behaviour and Safety of Children: '**children behave extremely well and have a real thirst for learning. They have an excellent awareness of how to keep safe**'.

The rest of the Ofsted summary is as follows:

- The School is well led and managed by the headteacher and other leaders, resulting in consistently good teaching and standards being maintained at above average levels.
- The governing body is especially effective in its work to improve teaching and boost progress.
- Children achieve well in the Early Years Foundation Stage through a wide range of purposeful and stimulating experiences
- Children make good progress in Key Stage 1 because teachers know them well and plan activities that meet their needs.
- Disabled children and those who have special educational needs are well supported and fully included in School life. They make good progress.'

You can find the complete inspection report via our website.

Then we were inspected by SIAMs (Statutory Inspection of Anglican and Methodist Schools) in July 2015 and this is what they said:

The distinctiveness and effectiveness of St Michael's as a Church of England School are **outstanding**.

- The School is proud of the vibrant, inviting and spiritually enriching learning environment it has created both indoors and outside.
- The Christian vision and values, embedded in daily School life, have a clear and positive influence on children' values, attitudes, ability to think deeply and their behaviour. All children are nurtured and encouraged to be reflective learners.
- Excellent behaviour demonstrates the high levels of respect children have for one another and the community in which they learn.
- The very strong Christian leadership and vision is positively influencing the School and impacting significantly on whole School improvement and development.

FACILITIES

We have four large, light, bright classrooms...



... a hall which is the hub of the School and provides the focal point for many activities and events, and contains our well-stocked library...



... a nursery, joined to the main School,...



... and a separate kitchen and dining room.

The main playground is at the front of the School and leads onto the grass area with trim trail, log seats and, of course, bug hotels. Then there is a pond area where children can feel in the wild with the bugs, tadpoles and other creatures and plants.

The bottom playground currently acts as an outdoor classroom, principally used by Reception children and is well equipped with bikes, reading sheds, building equipment, fairy garden and mud kitchen. Tucked away at the side of the nursery is a sensory garden, a calm and inspiring space used by all children in the School.



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PARENTS IN PARTNERSHIP

We have an open door policy and always welcome parents and carers into our school. We are partners in the education of your children and believe it is vital to build relationships with you as well as your children.

We welcome all parental involvement in school. This may be through helping in a class, sharing a particular skill you have, helping to run a club, supporting your child's learning at home, joining one of our committees or helping on school trips. If you would like to get involved in any way, or simply find out more, please talk to your child's teacher.

As you would expect, police checks and DBS checks are carried out on all adults working in school including regular volunteers.

COMMUNICATION WITH PARENTS

Parents and carers are children's first educators and we aim to build on their early experiences. We undertake home visits to all children new to the school so that we can get to know them make their first transition into school as easy as possible. When we work in partnership with you we know that we can have a positive impact on children's development and learning, so please tell us about your child's achievements, their strengths, needs and anything else that you feel will help us support you both.

We encourage you to have regular contact with your child's teacher who is usually available ten minutes before and after school every day and will be happy to make arrangements to meet outside these times whenever necessary. We communicate in other more formal ways throughout the year.

PARENT CONSULTATION EVENINGS

Parents' evenings are held each term so we can keep you closely informed about the progress your child is making and discuss their next steps. During these evenings you have a chance to look at your child's work and an opportunity to talk to your child's teacher in confidence.

WRITTEN REPORTS

Parents of Reception, year 1 and year 2 children receive a report every year in the summer term. This reports your child's progress through the Early Years Foundation Stage and in all National Curriculum subjects. In years 1 and 2 it also indicates whether they are then working at, below or above 'age related expectations'.

Nursery children who are moving into their Reception year receive their child's 'Learning Story' together with a transition report.

HOME SCHOOL AGREEMENT

When any child joins the school or nursery the family is given a Home School Agreement which we ask parent and child to sign. It sets out our expectations, indicates how you can help and makes clear our commitment to you and your child.

QUESTIONNAIRES

These help us to provide the very best care and education for your child. A questionnaire is sent out towards the end of the school year to enable us to find out what we are doing right and what we could do better. We always let you know the results of questionnaires.

ST. MICHAEL'S ASSOCIATION OF SCHOOL

HELPERS

SMASH stands for St. Michael's Association of School Helpers, a dedicated group of parents who raise money over the year to buy extra equipment and opportunities for their children at the school. SMASH invites each and every parent to join them, not only to work to raise funds, but also to have fun planning and taking part in social events.



GOVERNORS

The Governing Board is made up as follows:

- 2 elected parent governors
- 1 Local Authority governor
- 1 elected staff governor
- headteacher governor
- 7 foundation governors

Of the three foundation governors, one is appointed by the Bishop of Norwich, three are appointed by the Norwich Diocesan Board of Education and three are appointed jointly by the Parochial Church Council of St Michael's, Aylsham. On our website you can meet them, and you can find out more about what they do for the school by reading our Chair of Governors' blog.

JOINING THE SCHOOL

ADMISSION ARRANGEMENTS

Whenever a child is admitted to this School, into Nursery, Reception or at any other point we undertake to:

- Give children and parents as much information as possible about St Michael's School and the education we provide
- Make each child's start to school a happy and successful one
- Begin a lasting partnership with parents.

As a VA School this school is its own admissions authority meaning that its policy is determined by its Governing Board. Governors have chosen to enact a policy that is substantially no different from that of the Local Authority. The full Admissions Policy can be found through our website.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of this school the number is 36 on entry to Reception. This figure is set by the Local Authority (LA) and agreed with Governors. If the number of children wanting a place is below the set figure, your child will be offered a place. There may, however, come a point when there are too many children of that year group for them all to be given a place. If a place is not available on application, you have the right to appeal to the Local Authority. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the Admissions Team at County Hall.

STARTING SCHOOL

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

In the term prior to their entry, children are invited into school for 'play' visits. This helps them become familiar with the surroundings and routines of school. During this period, there are opportunities for parents to discuss our partnership with you and talk about any concerns you might have.

At the start of each new school year, class teachers run workshops about the curriculum and how parents can support their child's learning at home.

Children will be admitted to school in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, children develop an understanding of

the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

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

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

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THE CURRICULUM

The school curriculum consists of all learning and other experiences that we plan for our children. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all children to learn and to achieve; to promote children's spiritual, moral, social and cultural development and prepare all children for the opportunities, responsibilities and experiences of life. The curriculum of this school is designed to stimulate, encourage and challenge children, so that they develop their own potential and personality to the full.

The curriculum itself covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. Skills-based learning is developed by linking subjects such as history, geography, art, design technology and music to the topic being studied so that children can make purposeful connections in their learning. We also use every opportunity to involve reading, writing, maths, science and computing where relevant. Some subjects are taught discretely, such as PE, RE and PSHE but still links are made wherever possible.

We plan in topics, chosen to capture the interests and imaginations of our children. We make sure we know children's abilities and interests well so that we can help them make as much progress as possible in all areas. Long term plans are made at the start of each year to ensure the requirements of the EYFS and National Curriculum will be met, but the detail is subject to change as topics often grow from children's interests and enthusiasms.

Children may be taught as a whole class for the whole or part of a teaching session, and they may be divided into smaller groups for practical activities and into ability groups for core subjects. Groupings are kept flexible so that teaching can be matched to the changing needs of the children. The younger children spend a large proportion of their time with their own class teacher and teaching assistant so that they can benefit from these close relationships. However, we also like to make the best use of the expertise of teachers and on occasions particular subjects will be taught by other staff, e.g. PE, Music, PHSE and RE.

THEMED DAYS AND WEEKS

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our children. These include reading weeks, Healthy week, Science week, Outdoor Classroom day, Fairtrade Fortnight.

FOREST SCHOOL

Forest School is a core feature of our practice, designed to enhance, enrich and complement our day to day curriculum in both Foundation Stage and Key Stage One.



Forest School times help children develop self-esteem, independence and self-confidence and develop new skills, but they are also fun and ideal for getting vital exercise and fresh air. We see children become more courageous and considerate. We see them learn to work with others and respect the world around them. We see that the Forest School experience has a really positive impact on work in the classroom, as well as their well-being.

Each child takes part in a Forest School session every other week. We make use of our outside grassy areas and the wild pond area, and from time to time explore the wooded grounds of nearby West Lodge. Once or twice a year we also take a coach to nearby Blickling woods and spend a day shelter building, fire making and exploring.

COLLECTIVE WORSHIP

The daily assembly is an important occasion where the whole main school meets together to participate in celebration and Christian worship.

Parents, governors and friends are invited to join us on Fridays for celebration assemblies where children share their work and talk about what they have been doing and learning.

Care, service and love of others, values for life, respect for the world and charity for those in need are some of the key teaching points of our Collective Worship. We invite representatives from other denominations and walks of life to take part and from time to time the children themselves take the lead.

If for any reason, parents wish to withdraw their child from Collective Worship, they are invited to discuss the matter with the Headteacher.

PHILOSOPHY

All children are fascinated by the study of ideas. We use this instinctive curiosity to develop their speaking and listening, as well as thinking skills. Right from the start, children are encouraged to discuss and debate as much as possible; we teach them to question and challenge and have confidence to express their ideas. Philosophy sessions can be held in small groups, in classes and, occasionally, with the whole School in assembly time.

VISITS AND VISITORS

Educational visits and visitors to the School are essential elements of the wider curriculum. They provide memorable experiences and rich opportunities for learning, for wider personal development and well being. Recent destinations include Gressenhall, Norwich castle, the Old Tearoom in Aylsham, Holt Hall and Blickling woods. We are looking forward to a visit from an Olympic athlete in the summer.

FAIRTRADE

We operate a Fairtrade policy and include aspects of Fairtrade as part of the wider curriculum. The children are encouraged to look out for Fairtrade products when out and about and once a year they lead an assembly explaining the ideas behind it to all the new children in the School.

CLUBS

Clubs can extend and enrich children's learning, but can also engage more reluctant learners. A recent Star Wars club, for instance, was very popular with boys and got them involved them in all kinds of associated writing activities. All staff help to run clubs and activities at some point during the year and outside providers are also used to extend opportunities as much as possible.

HOMework

Our main focus is reading and parents are expected to help and support us by giving their children the chance to practice or share reading with them, at home, every day. Reading records and books will be checked carefully by teachers once a week. If parents or children say they need to change the book more often we encourage them to do so, and will show them how to use the boxes for themselves. Other homework, such as maths games, maths challenges and research may be sent home when the teacher chooses.

OUTDOOR LEARNING

We are an Eco School and value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum. Our Foundation Stage and Key Stage One children benefit from Forest School activities and tending growing beds to produce fruit and vegetables to use in cooking activities.

AREAS OF THE CURRICULUM

ENGLISH

The National Literacy Trust defines literacy as follows: 'We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.'

At St Michael's we believe that talking and listening are fundamental to a child's learning. Children are encouraged and helped, right from the very start, to talk clearly and confidently and with expression in order to communicate their ideas and feelings. Similarly, and just as importantly, they often need to be taught how to listen to others and respond appropriately. We provide children with opportunities to develop their skills in speaking and listening in all areas of the curriculum. Our enquiry approach to many subjects supports this drive as do the relationships we seek to build as children move through the School. In short, we aim to encourage questioning and curiosity.

We want all children to be able to enjoy reading and be able to read for purpose. We teach reading skills formally through phonics, (*Letters and Sounds* is our core text) but also through storytelling, using picture books, and spending time exploring the written word in all kinds of contexts and every subject area. Reading weeks keep reading at the heart of our school and encourage family members to engage in reading fun with their children. All children take books home each evening to practise, reinforce the skills taught in school and enjoy, and guidance is provided on how parents can best support their children's learning in this area.

We want all children to be able to express themselves creatively and imaginatively, and to communicate with others effectively through the written word. Writing always has a purpose and children are encouraged to feel pride in their first steps, only later seeing how 'secretarial' skills can help them communicate more effectively.

MATHEMATICS

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all children become confident and fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time.

Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year-by-year basis in the areas of number (place value, addition & subtraction, multiplication & division, fractions), measurement, geometry (properties of shape, position and direction, statistics (tables and graphs))

SCIENCE

Science stimulates and excites children's curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling.

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.

COMPUTING

Computing and e-learning makes a massive contribution to all aspects of School life, for children, staff, governors, parents and the wider community.

We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology.

GEOGRAPHY AND HISTORY

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As children study geography they encounter different societies and cultures. This helps them realise how peoples rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Environmental work is an important aspect of the geography curriculum and is further enhanced by our active Eco-School Committee.

History fires children's curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. In history, children find evidence, weigh it up and reach their own conclusions. To do

this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

DESIGN & TECHNOLOGY

Design & Technology helps to prepare children to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

MUSIC

Music is an important part of our curriculum. It is taught as a class subject, where children sing, compose and work creatively with sound, and where through active listening, children' awareness, understanding and appreciation develops. But it is also wrapped up in daily life, for example, rhythm is used to develop awareness of pattern and rhyme, recorded music is used to stimulate dance and drama, hymns and songs are sung in Collective Worship, and there are even special 'line up' and 'wash your hands' songs for the younger children.

Music is also a key element in all the Christian festivals we celebrate in school and in the Church, as well as in Maypole dancing, an annual highlight.

ART, CRAFT & DESIGN

Art, Craft & Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Children have opportunities to work with professional artists and crafts people. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

At this school, RE is closely linked to our whole school exploration of Christian values. Each half term we focus on one distinct value, especially during Collective Worship, but also during PSHE time. The values we explore follow *Roots and Shoots*. The teaching of RE takes account of the value under consideration and teachers incorporate it into their RE teaching wherever possible.

During the Foundation Stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about stories which may raise puzzling and interesting questions - including religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Throughout Key Stage 1 children investigate Christianity and are introduced to at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and beliefs for some children and their families. Children ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences, and developing a sense of belonging.

Through Collective Worship in our school we aim to:

- provide an experience of worship that will allow children to respond to the presence, power and peace of God
- introduce children to Christian language and symbolism and the cycle of the Church year
- explore a variety of ways of praying and introduce children to some well known Christian prayers, e.g. The Lord's Prayer
- strengthen and support the school community, giving expression to and reaffirming the Christian values of the school
- celebrate the gifts that each child brings to the school community, recognising the uniqueness of each individual made in the image of God
- encourage children to reflect on the puzzling questions that life poses and to respond to the wonder and mystery of the world around them
- foster a concern for others within the School and wider world
- foster an appreciation of the created world and an awareness of our responsibility for it.

PE & SCHOOL SPORT

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At St Michael's children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

All children take part in a minimum of two hours of high quality PE and sporting activities each week.

A well-balanced programme of activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics and games.

Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships.

Physical Education is enriched through clubs which help children to develop personal and social skills as well as preparing them for leisure activities in adult life.

PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) & CITIZENSHIP

In the Early Years Foundation Stage, PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

In KS1 children continue to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. They learn to understand how their choices and behaviours can affect others and are encouraged to play and learn alongside, and then collaboratively with, their peers. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum.

SEX AND RELATIONSHIPS EDUCATION

During the first school years, we present SRE as part of the Personal, Social, Health Education (PSHE) element of the curriculum. SRE is taught in the context of relationships and is informed by our Church School ethos, and PSHE and Citizenship programmes. We believe that SRE promotes self esteem and emotional health and well being and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

EARLY YEARS CURRICULUM

Learning and teaching in nursery and reception classes is underpinned by the statutory framework for the EYFS (Early Years Foundation Stage). Children grow and develop towards the Early Learning Goals.

Planning for this curriculum is informed by practitioners' observations of children's interests, progress and enthusiasms, defined as 'characteristics of effective learning'. These are

- playing and exploring

- active learning
- creating and thinking critically.

If children move into Year 1 without having reached the Early Learning Goals they continue to be taught in line with the Early Years Foundation Stage curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

Children will start in nursery or Reception having had a range of different experiences. We consider their individual needs and achievements and plan a range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments.

We make sure children feel comfortable and cared for, that they can grow confident, feel valued and be able to make long lasting relationships. The curriculum is planned around seven areas of learning and development. All areas are important and inter-connected.

Prime areas

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

Specific areas

- **Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music and movement.

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INCLUSION AND EQUALITY

EQUALITY

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

The School recognises it has to make special efforts to ensure that all groups flourish.

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

We try to ensure that children with disabilities can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:

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

SAFEGUARDING

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

To fulfill our responsibilities for Safeguarding and Child Protection, we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.

- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her Child Protection Plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

Catherine McMahon, Headteacher, is the Designated Safeguarding Lead and Fiona Tibbitt, Office Manager, is the Alternative DSL. Don't hesitate to talk to one of them if you have worries.

Please note that staff and other adults in school should wear Identity badges on lanyards at all times. Children should be made aware of their significance and feel able to tell us if they see an adult in school during the day who isn't wearing one.

BEHAVIOUR

'The behaviour of children is outstanding. Children have extremely positive attitudes to learning and are very enthusiastic. They love coming to school'. Ofsted 2014.

We aim to encourage mutual respect between children, parents and staff. Out of this mutual respect, a child's self-discipline and sense of responsibility can grow. We celebrate good behaviour and thereby encourage the children to develop self-esteem and self-discipline.

Children are taught to behave in a manner which contributes to a comfortable working environment for themselves, their peers, the staff, helpers and visitors to the school.

The Golden Rules are a simple way of expressing to children our expectations and when necessary they act as a gentle reminder.

- We try to do our best.
- We are respectful, friendly and kind to others.
- We look after ourselves and keep ourselves safe.
- We look after everything around us.
- We listen carefully and wait for our turn to speak.
- We walk inside our school.

If there is behaviour which can be described as unacceptable the matter will be dealt with by the member of staff present in the first instance. Class teachers may ask to speak to parents if they feel it will help resolve the issue. More serious incidents

or persistent misbehaviour will be reported to the head teacher who will speak to the child and inform the parents as necessary.

Bullying, including name-calling, aggressive or threatening behaviour and damage to property is never acceptable and incidents are dealt with straight away.

Similarly, racist incidents will be dealt with straight away and we will follow the recommended procedures of the Local Authority and the MacPherson Report.

CATERING FOR THE NEEDS OF ALL CHILDREN

We aim and make every effort to include all children while meeting their individual needs.

Teachers provide differentiated learning opportunities and experiences appropriate to each child's interests and abilities, thereby ensuring that all children have full access to the school curriculum.

Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up and achieve to their full potential.

Others will have a special educational need and this may lead to lower-attainment, though not necessarily to under-achievement. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children. These will be provided, initially, through additional support funded from the devolved school's budget.

This school's SEN Co-ordinator (SENCo) is Mrs McMahon and if you are concerned about the progress your child is making or if they have an additional need of any kind you should make an arrangement to talk it through with her, although you are most welcome to speak to your child's class teacher first.

More detail about our provision for SEN can be found via our website.

OTHER INFORMATION

PARENT VOLUNTEERS

Any parent prepared to come and work alongside staff in school will be most welcome. We are particularly keen to have help for Forest School sessions, to hear children read, and to guide them in activities such as using IT and the library.

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

SCHOOL UNIFORM

Acorn class children (Nursery) should come to school dressed in sensible, comfortable clothing, ready for an active, busy day. While it isn't a requirement, many parents choose to invest in school uniform right from the start. Whatever the case, it is really important that all items of clothing are named.

Acorn children have PE in the school hall and need to be able to change into suitable clothing. To save time and make the most of this opportunity we ask you to make sure that on this day your child wears a T-shirt under their sweatshirt and brings a pair of elasticated shorts to change into. These should be left in a bag on their peg. Children do not need gym shoes or plimsolls for these sessions.

All other children – winter clothes

- Plain red cardigan or V neck sweater or school sweatshirt/cardigan
- White shirt, polo shirt or blouse
- Grey trousers, skirt or pinafore dress
- Grey or white socks or plain tights
- Black low heeled, enclosed toe shoes

Summer clothes

- Red and white gingham checked or striped dress
- White short-sleeved blouse, polo shirt or shirt (not T-shirt)
- Grey skirt or grey shorts.
- Grey or white socks
- The same shoes or dark sandals with enclosed toes.

School uniform can be purchased from Kayes on Red Lion Street, Aylsham or online at Orchard Clothing.

Children should not wear any of the following to school: jeans, shoes or boots with high heels, open-toed sandals, trainers, ear-rings (other than plain studs), other jewellery, nail varnish, tattoos. Children may wear an analogue watch to help them learn to tell the time

Throughout the school, from nursery to year 2 we want children to be able to play and learn outside every day, so please keep an eye on the weather and make sure your child has sensible footwear, wellies, warm coats, waterproof coats, hats, gloves and so on in school.

PE AND GAMES KIT

The uniform for Physical Education (PE):

- Black plimsolls without laces
- Navy blue shorts
- School PE T-shirt or plain white T-shirt

On PE days it is important, for safety's sake, that children are able to remove their own ear-studs and are able to tie back long hair.

PE bags will be sent home every half term for you to check and wash.

Please don't forget to label all clothes clearly. Once they have been taken off they all look much the same! The Lost Property Box can be found in the hall.

HEALTHY LIVING

We teach children about the need for hygiene when handling food and as part of healthy living. Teachers and support staff also support them in learning to flush toilets, wash hands and generally understand how to avoid germs. It is important to develop good habits and independence as early as possible and your help is of huge importance.

SNACK IN SCHOOL

We are part of the government 'Fruit Scheme', which provides a fruit or vegetable daily. However, if you wish, you may provide your child with their own fruit or vegetable snack, ready prepared and easy to eat, in a small container.

WATER

Research has established that water plays a vital part in helping us to learn and to maintain concentration. At St Michael's children are encouraged to drink water as and when they feel the need. Fresh water and named cups are provided so there is no need to bring individual water bottles to school.

SCHOOL MEALS

All infant children are entitled to a free school meal. At this school it is regarded as a very important part of the day, when children can learn to be independent, self-reliant and socialize happily with classmates and children from other classes. The meals are cooked on site and use ingredients which are sourced locally as much as

possible. The menu works on a four weekly basis and changes every 6 months to follow the seasons. Children can bring a packed lunch of their own if they prefer.

School meals are ordered on a weekly basis. Class lists are set out on Monday mornings for parents to fill in their child's choice for the week. They can choose from a main dish of the day, a vegetarian dish of the day, a jacket potato with a choice of fillings or a baguette with vegetable side orders. Our cooks are always working to make the meals and choices enticing as well as healthy.

PARKING

It is possible to park on Rawlinson's Lane, but if you are picking up at the start, or dropping off at end of the day when things are busy it is often easier to park in one of the car parks in town. Three of them are no more than 5 minutes' walk away. To get to St Michael's School on foot, leave the market place to the left of the Co-op, walk left through the churchyard and down Schoolhouse Lane. This is a public right of way but is only rarely used by cars. We urge you to be considerate of local residents and businesses and park sensibly and safely.

ABSENCE

Please ensure your child attends school every day unless he or she is unwell. **If your child is unable to attend**, a telephone call as early as possible on the first day of absence is required. You can leave a message on the answerphone or speak to a member of staff. In the case of an infectious illness your child should only return at your doctor's recommendation. We urge parents not to send children back to school too soon after any period of illness, especially in the case of sickness and diarrhoea. In such cases children should not return to school until at least 48 hours after the last attack. Children collected from or returned to school during the school day must make sure the Office is aware so that we have accurate information in case of fire.

PUNCTUALITY

The school day begins at 9.00 am and we ask that children arrive promptly to ensure a positive start to their learning. Please ensure your child is not late for school. Children who arrive late are asked to report to the office on arrival. Any late attendance is recorded on the end of year school report to parents.

HOLIDAYS

The law is clear that parents are not entitled to take their children on holiday during term time. Any application for leave must be in exceptional circumstances and the

Headteacher must be satisfied that the circumstances warrant the granting of leave. The school's Attendance Policy is available to download on our website.

MEDICAL AND OTHER ISSUES

When children start school parents are asked to complete a form describing their child's medical history. This includes any allergies they may have and any dietary sensitivities. It is important that this record is kept up-to-date.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. All injuries are recorded.

If your child is taken ill or has an accident during the day we will need to contact you as soon as possible, so it is very important that the details we hold are up-to-date. The number of a relative or friend would also be helpful should we be unable to contact you.

MEDICINES

As a general rule no member of staff can administer medicines such as antibiotics to children. Parents and carers are welcome, however, to come into school to give their child prescribed medication if necessary.

If long term medication is prescribed we can make arrangements to help. Parents will be asked to complete a written request for the school to administer medication. Any medicines which have to be stored in school are kept away from the children in a locked cupboard or a refrigerator and a record is kept of any administered.

Asthma inhalers are prescribed medication and parents are asked to complete an asthma form when their child starts school. As children may need immediate access to their inhaler (the blue 'reliever') they are kept in a safe but readily accessible place. Inhalers are taken with first aid kit when children go out of school on visits.

MILK

All children under 5 years old are entitled to free milk each day. For children to benefit from this they must be registered on the Cool Milk website at www.coolmilk.com. Children may continue to have milk after they are 5, payment to be made termly to Cool Milk. Unfortunately, we cannot give refunds if children are absent but we will store it in the fridge for you to collect.

SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. Our main playground can turn into an enormous suntrap. School staff are not permitted to apply sun cream to children, so a long-lasting sunscreen should be applied by parents before school in sunny weather. Children may, however, reapply their own sun cream if absolutely necessary. This must be provided in a clearly named container and children told not to share it with their friends.

SMOKING

We operate a no-smoking policy. Smoking is not permitted anywhere within the school or grounds and we ask that, as a courtesy, adults do not smoke at the gates or on Schoolhouse Lane either.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Headteacher. If the complaint is not resolved, a formal complaint may be made to the Governing Board. The procedure for registering a complaint is explained in our Complaints Policy, available from the school office.

CHARGING

At St Michael's we are constantly seeking to enrich the children's learning experiences through trips, by inviting visitors and experts to talk to the children, and by running activities and workshops. The children always tell us that these activities bring learning to life and are some of their most memorable school experiences. Where possible, teachers look for free activities or apply for grants that will enable us to provide these enrichment opportunities at no cost to families. We are extremely grateful to SMASH, which supports many of our trips and activities, but sometimes we have to ask for a small, additional contribution from parents.

FAMILY SUPPORT

Please contact the Headteacher or Office Manager in the first instance if you would like some advice on any aspect of parenting or child care. We work closely with a wide variety of support practitioners and can make a referral for families if they wish.

POLICIES

School policies provide the detail about our aims, values and how we work on a day to day basis. Key policies are listed here. Let us know if you would like to have a copy of any.

Accessibility Plan
Admissions
Admissions arrangements
Assessment
Attendance
Behaviour, Anti-bullying and Exclusion

Behaviour Statement
Charging and Remissions
Codes of Conducts
Collective Worship
Complaints
Confidentiality
Curriculum
Data Protection
Educational Visits
Equality Objectives
First Aid
Forest School Policy
Freedom of Information
Health and Safety
Home/School agreement
Intimate Care
Medical Conditions, Administration of Medicine

Online Safety Policy
Pay Policy
Positive Handling
PSHE Policy
RE Policy
Safeguarding and Child Protection
SEND and Inclusion
Sex and Relationships Education Policy
Spiritual, Moral, Social and Cultural Policy
Tackling Extremism and Racism
Teaching and Learning, Marking and Feedback
Whistleblowing Policy

ESSENTIAL INFORMATION 2016-2017

CONTACTS

ADDRESS

St Michael's Nursery and Infant School,
Schoolhouse Lane,
Blickling Road,
Aylsham
NR11 6EX

Telephone 01263 732260

Website

www.stmichaelsaylsham.co.uk

LA ADDRESS

Norfolk County Council,
Children's Services,
County Hall,
Martineau Lane,
Norwich NR1 2DL

Headteacher: Catherine McMahon
Chair of Governors: Eleanor Milligan

OTHER INFORMATION

Type & Age Range:

Nursery & Infant School, 3 - 7
YearsChurch of England, Voluntary
AidedNumber on School Roll: Full time
93Part time in Nursery: Up to 52
childrenClasses

Our nursery class is called Acorn, and has places for 26 children at any one session. By session we mean 9 to 12 and 12 to 3.

In the main school classes this year are organized as follows:

Apple - 23 Reception children
Cherry - 7 Reception and 18 Year 1s
Willow - 12 Year 1s and 12 Year 2s
Beech - 21 Year 2s

SCHOOL DAY

Our school day is from 9am to 3pm. This is for all classes, including Nursery. In the main school we break for lunch at 11.55 and start the afternoon at 12.55. Playtimes are taken as and when they are needed. We don't interrupt sessions when good learning is taking place, but we do ensure children have plenty of chances to run around and socialise with other children.

Parents and children arrive on the playground at any time before school starts and may leave their child with the member of staff on duty from 8.50 onwards. Parents and carers are always welcome to come into school before the start of the day, to talk to their class teacher or the office, or to change independent readers and library books. At the end of the day teachers are available to chat before after school meetings take place. Appointments to speak at greater length to teachers can be made at any time.

Please let us know if you are going to be late picking up your child.

STAFF

People working in and for our school

Mrs Catherine McMahon	Headteacher
Mrs Kerry Joynes	Senior teacher; Apple class
Mrs Fiona Tibbitt	Office Manager
Mrs Julie Phillips	Teacher; Beech class
Ms Laura Stenning	Teacher; Cherry class
Miss Karen Ward	Teacher; Willow class
Mrs Tammy Perry	Teacher; Acorn class (part-time)
Mrs Kim Cockerton	Teacher; Acorn class (part-time)
Mrs Julie Barrett	Higher level Teaching Assistant
Mrs Hazell Nelson	Teaching Assistant
Mrs Sue Buxton	Teaching Assistant
Mrs Ruth Knowles	Teaching Assistant
Ms Rachel Tichelly	Teaching Assistant
Ms Sharon McCann	Teaching Assistant
Mrs Karen Lines	Teaching Assistant
Mrs Gayle Daniels	Classroom Assistant, MSA
Ms Suzy Parker	Classroom Assistant
Mrs Sue Seaman	MSA
Mrs Jo Barrow	MSA
Mr Gareth Southgate	Caretaker and cleaner
Mrs Jo Barwick	School Cook
Trisha	School Cook

TERM AND HOLIDAY DATES

(insert)

ABSENCE RATE

We are required by law to publish details of our most recent absence rates These relate to children in years 1 and 2 in 2015-2016.

The absence rate was 5.9%, which means that school attendance is below the national average (3.9%).

Persistent absence (absent for 10% or more sessions) was high, at 13.6%. Both figures are explained by some nasty bugs going around school for much of the autumn term. Children often returned to school before they had completely recovered and then were absent a second time.

CLUBS

Tennis

Football

Karate

Cookery

Lego

Piano Rainbow

Creative club

Musical Theatre

Yoga

Dodgeball

LATEST NATIONAL CURRICULUM RESULTS

2016 Subject	Expected Standard				Greater Depth			
	No Children	School	National	Difference	No Children	School	National	Difference
Reading	26	81	74	+7	26	35	24	+11
Writing		77	65	+12		19	13	+6
Maths		85	73	+12		23	18	+5
Science		100	82	+18				

HIGHLIGHTS OF THE YEAR

Some activities and events take place every year while others change from year to year.

VISITORS

Owl day
Norse smoothie making
Community Church leader
Dental hygienist chats
Dog Smart workshop
Olympic athlete visit
Paul Jackson, master storyteller

TRIPS

Forest School at Blickling
Journey to Bethlehem
The Old Tearooms
Gressenhall
Easter Experience
Church music day
Norwich Cathedral
Time and Tide

CHARITY EVENTS

Teddy Zip wire
Tree Festival
Children in Need
Red Nose Day

COMMUNITY

Harvest Festival
Family Learning Day – lanterns and Christingles
Aylsham Lights Switch On
Nativity – whole School
Carol singing at residential homes
Carol singing at the Town Hall
Christmas Fair
Mufti days
SMASH Bingo night
Cluster Family Learning Day
Summer Fair (Neverland theme)
SPA day (Cluster parent's association)

OTHER EVENTS

Reading weeks
Pyjama day
Healthy week
Fairtrade week
World Book Day
Maypole dancing day
St George's Day
St Patrick's Day
Easter Fair