



Ormesby Village Infant School

(Part of Ormesby Village Schools Federation)



Learning to Grow: Growing to Learn

Welcome

I would like to welcome you to our delightful school, which forms part of Ormesby Village Infant and Junior Schools Federation.

The staff and governors are proud to have an Infant school that works tirelessly to provide the best educational experiences for every child. The school is constantly pushing to improve, building on the strong foundations that it has already created, ensuring provision remains current, stimulating and above all, inclusive.

All stakeholders in our school community work together making every effort to create the happiest, friendliest and most caring environment possible. To this end, we feel our community is a family where school and home are united in enabling our pupils to achieve their full potential and engage in all the school has to offer.

The years spent at primary school are the most special for a child: filled with engaging new learning, but also excitement, awe and wonder. During this time, our pupils will develop new skills and discover unique talents that will remain with them forever. At Ormesby, we aim to provide a stimulating and exciting curriculum that ensures this is possible. We want each and every child to be happy, self-confident and fulfilled, as members of our school and as young, future citizens of the world. We want them to know that they are loved and valued and that they have voices and opinions, which need to be heard. Our school vision caption 'Learning to Grow: Growing to Learn' embodies our desire to create an atmosphere in which all pupils love to learn and in which they can embark on a life-long journey full of opportunity.

I am delighted to say that the Infant School was graded as continuing to be good by OFSTED in December 2022. The staff and governors were very proud of comments made in the report which stated, "Pupils love their school because they enjoy learning. They say teachers are kind and make learning fun. Leaders have high expectations for what pupils can achieve in their learning and development. Pupils achieve well in all the subjects they study. Leaders are ambitious for what pupils can achieve. Over the last three years, they have revised and improved the curriculum. Within each topic, leaders make sure pupils know what national curriculum subject they are studying and develop a strong body of knowledge. Careful planning ensures that pupils know, understand and can do more year on year. The school's safeguarding procedures are effective and leaders stringently follow up on any concerns and work effectively with parents and external agencies." This wonderful report has backed up why we all love coming to Ormesby Village Infant School every day.

At Ormesby, we always endeavour to provide all our visitors with the warmest of welcomes, so if there is anything that you need to know or if you are concerned about something, please do not hesitate to contact us and we will do our best to help.

We welcome you to visit our school and experience first-hand all we can offer your child. Please contact the school office to arrange a suitable time.

I look forward to meeting you.

Mr. Bradley Young - **Headteacher**

Vision, Aims and Values

The aims, values and vision below have been written by the children, parents, governors and staff. We believe that a shared set of beliefs will ensure that all stakeholders join forces to ensure progression in all areas.

Our Vision - Vision Caption: "Learning to Grow: Growing to Learn."

At Ormesby Village Infant and Junior Schools Federation we have a clear vision for the future. It is our vision that our Federation of schools will continue to be a nurturing environment underpinned by strong morals and British values. Embedded throughout our school from our logo to our playground, we are a family community where each child is treated as an individual, and the strongest and most exciting teaching helps them to discover and develop their unique talents and abilities.

We want each child to be happy, self-confident and fulfilled as individuals, as members of our school and as citizens of their home communities and the wider world. We want them to know that they are loved and valued and that they have voices which need to be heard and opinions that matter and will be sought. We want them to flourish in an atmosphere, which respects and cherishes their uniqueness. We want them to love learning and to know that they are starting out on a journey full of excitement and possibilities, which can last all their lives long.

We want them to find out who they are and what they are worth. Above all, we want to make a difference to their lives so that they in turn can make a difference to the world in which they live. It is our privilege to send our children on to the next stage of their learning journey filled with a spirit of adventure, accomplishment and aspiration and the confidence to take actions and become the best that they can be!

Our Aims

The aim of Ormesby Village Infant & Junior Schools Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on ethical and moral teaching and lead us to build a caring family. Our school aims to promote an environment where all feel happy, safe and secure. At our Infant school, all stakeholders are always **learning to grow: growing to learn** as they develop how they interact, learn and play together. At our Junior school, everyone **aspires** to be the best they can be, everyone **acquires** the knowledge and skills to be a valuable future citizen of the world and everyone **achieves** success from the many opportunities they are provided with no matter what their starting points.

By the time a child leaves Ormesby Village Infant and Junior Schools Federation they will have:

- Become a valued member of a diverse and accepting community;
- Experienced a rich and varied curriculum;
- Made progress in order to be the best they can be,
- Gained the skills needed to become a life-long learner,
- Celebrated success and been celebrated.

Our Values

Our stakeholders at Ormesby Village Infant and Junior Schools Federation have decided upon the following set of core values (although we regularly include others) that underpin everything we do. These values will guide the children and adults through periods of change and development on our journey to being the best we can be.

- Respect
- Honesty
- Family
- Aspiration
- Nurturing
- Friendship
- Togetherness
- Resilience

Our Flourish Pledge

We pledge to help everyone be the best that they can be and come to school every day with a smile.



Our Staff Team

Headteacher

Mr Bradley Young

Deputy Headteacher

Miss Annette McMylor

Finance Officer

Mrs Joanne Hodge

School Secretary

Ms Shelley Skoyles

Classroom & Teaching Assistants

Mrs Gail Newby

Mrs Cheryl Brooks

Mrs Mel Howell

Mrs Susan Stokes

Cook

Mrs Samantha Bulloch

Mrs Bettina Cooper

Lead Teacher

Mrs Samantha Vaughan

SENDCos

Miss Annette McMylor &

Mrs Elizabeth Angel

Teachers

Mrs Laura McNulty

Mrs Laura Bird

Mrs Elizabeth Bunker

Caretaker

Mr Anthony O' Connor

Cleaners

Mrs Joanne Sims

Midday Supervisory Assistants

Miss Susan Stokes

Mrs Wendy Warnes

Mrs Cheryl Brooks

Mrs Ros Jones

Mrs Joanne Sims

Governors

L.A. Governor

Miss Lauren Gardiner (Chair)

Headteacher

Mr Bradley Young

Staff Governor

Mrs Elizabeth Angel

Parent Governors

Mrs Jessica Cleevely

Co-Opted Governors

Mrs Jessica Rollingson

Miss Annette McMylor

Mr Anthony O'Connor

Clerk to the Governors

Mrs Rebecca Blakeway-Long

Governors can be contacted through the school office in writing with “**CONFIDENTIAL CHAIR**” on the envelope.

Our Governing Body

The Governing Body meets half-termly to oversee the smooth running of the school. Much of the work is carried out through the following responsibilities:- Curriculum, Community, Finance, Personnel and Resources.

Governors play an important part in the life of the school and regularly attend school events as well as making monitoring visits.



The Children's Day

School Hours

Years R/1/2

Morning Session:

08:45 hours to 12:00 hours

(08:40 is early enough for children to arrive.)

Afternoon Session:

Years R/1/2

13:15 hours to 15:15 hours

Registration

The classroom doors open at 8:45am and are locked at 8:55 am when registration takes place. Registration takes place at 1.15 pm in the afternoon. If your children arrive after 8:55am they will be marked as 'late' and this shows up on individual attendance records.

Arrival, Access and Safety

A continuing loop pathway provides a safe access and exit pedestrian route for children and parents. Please use this one-way in-out flow system to ensure safety at busy arrival and departure times. Please ensure you supervise children carefully and ensure they stay on paths and behind safety fences. Please be aware that vehicle gates are automated at all times during the school day and children should be supervised to ensure they stay on the paths provided. When you collect your children from the classroom exit/cloakroom doors, we do ask you to use the pathway to and across the playground round to the back of the school instead of the pathway alongside the delivery access. Large delivery trucks can arrive at any time and need space to turn. The pathway is for the use of kitchen staff and delivery personnel.

Safety is so important at arrival and at the end of the school day. Please keep little toddlers under your direct care.

We encourage our families to go green and find more environmentally friendly ways of travelling to school, but we ask children/adults not to cycle or scooter whilst on the school grounds. We also ask parents not to park in the school grounds. If you are using a car, please park considerately nearby when you need to bring your children to school. Please do not block driveways or mount pavements when driving. We also ask parents not to bring dogs on to school grounds as some of our children have genuine phobias.

Cycling/Scooting to School

The school asks that children have written parental permission to cycle to school. Children who do cycle to school must wear a safety helmet and bikes should conform to all legal requirements and safety regulations.

School Transport

The responsibility for school transport lies with Norfolk Local Authority and not the school. If you have any questions about your child's entitlement to school transport please contact: Passenger Transport Unit Customer Services Team, County Hall, Martineau Lane, Norwich, NR1 2DL. Telephone: 0344 800 8020

School Meals

We worked hard to achieve the Healthy Schools Silver Standard. We encourage children to bring in a named water bottle so they have access to water throughout the day. No sugary drinks, squash or flavoured water should be brought to school. Children have free fruit at morning break if they wish and Reception children under five years have free milk also. Other children may have milk in the morning with their snack if parents pay for this. They may bring in a healthy snack from home if they wish, i.e. fruit, raw vegetables and healthy sugar-free snack bars. They should not bring sweets, crisps, chocolate or biscuits.

Lunch Times: Year R/1/2 12:00 to 13:15 hours

Children may stay for school meals, sandwiches or have lunch at home. There is no road crossing patrol at lunchtimes. We ask you to collect your child from school at 12:00pm and return by 13:10pm.

School meals are cooked on site and menus are issued in advance. All infant school children are eligible for a free school meal. We urge you to take advantage of this offer, which will save you money, as well as providing your child with a nutritionally balanced meal every day. Water is always available or children may bring in a drink from home. Fizzy drinks are not permitted.

Sandwiches

Please send your children's lunches in a named container and please consider the children's safety when packing drinks. Do not send drinks in bottles or cans but in a container with a good seal. The school does not have 'cold store' facilities so please consider this when selecting items for the packed lunch. We promote healthy eating and lifestyles so please ensure your children bring a healthy and balanced packed lunch. Children should not have chocolate bars/sweets in their packed lunch boxes. We are a nut-free school, so please ensure all foodstuffs brought from home adhere to this approach also as we have several pupils and staff with allergies.

We are a nut-free school

Attendance & Absences

Attendance is extremely important for your child's learning and progress. We monitor individual attendance and you receive an individual report. By law we are required to inform our Attendance Officers if a child is absent for more than ten days without notification and whenever we are concerned about a child's attendance at school.

Absences

If your child is ill, please let us know on the first morning of absence. If we do not receive a call, we will phone you to find out why your child is absent. If your child needs to be collected/returned during the school day, please let us know in advance and come to the main office entrance. The classroom doors are locked during school hours.

Holidays in Term Time

In response to the Department for Education's directive, the Governing Body of Ormesby Village Infant School will not authorise holidays taken in term time unless the circumstances are exceptional. The Headteacher will determine whether the circumstances are exceptional or not.

It is very important for children to attend school and so receive all the learning opportunities on offer. School attainment is strongly linked to attendance and if children take days of holiday during each academic year they will miss important teaching in their school career and not achieve their full potential.

Please support us when we request that you do not take your children out of school for holidays during term time. If you do decide to take a holiday during the school term you need to complete a leave of absence request form from the school office. Please be honest with the school on the forms to avoid any further safeguarding concerns as to the child's whereabouts.

Holiday absences will be unauthorised except in exceptional circumstances and, consequently, as all unauthorised absences, reported in your child's annual end of year report. Holidays taken in term time, along with other unauthorised absences, may incur a fixed penalty notice, which is determined by the Local Authority.

If for any reason you need help to get your child to school, please let us know. Our attendance support officers will be glad to help you and offer assistance to ensure your child's attendance at school is good.

Each year the Federation organises an attendance reward trip for those children who have met the following eligibility criteria:

- ***If a child has had more than one bout of a contagious illness requiring quarantine in accordance with the PHE Exclusion Table AND more than three days of absence through other illness(es) since the first day of the academic year (this does not include agreed medical absences for appointments and/or evidenced surgical procedures);***

- ***If a child has had or is going to have any unauthorised holidays for any length of time during term time;***
- ***If a child has any unauthorised absences for any duration.***
- ***If a child is persistently late, regularly arriving after 8:45am.***

Policies and Procedures

School Policies

School documents relating to the Education Acts may be requested on application to the Headteacher. The school is required by law to keep a range of policies on the curriculum and many other areas and parents can apply to the Headteacher for access to these. A copy of the OFSTED report is also available. The school is required by law to have policies on race, SEND, safeguarding, disability, equal opportunities, collective worship, behaviour, anti-bullying, attendance, gifted and talented children and sex education. All statutory policies are published on the school's website. A paper copy can be provided upon request.

Admission Policy

The intake limit for the Reception year is 30 children. As is the intake number for Years 1 and 2.

In the event of over-subscription for pupils in any of the year groups, preference will be given to children living nearest to the school according to the following criteria:

- 1) Children with an EHCP naming that school
- 2) Children in public care who are due to start school and live in the area served by the school
- 3) Children who are due to start school, living in the area served by the school who have a brother or sister attending the school at the time of their admission
- 4) Children who are due to start school, living in the area served by the school who have a brother or sister attending the adjoining junior school
- 5) Children who are due to start school, living in the area served by the school with no brother or sister at that school or adjoining junior school
- 6) Children who are due to start school, living outside the area served by the school who have a brother or sister attending the school at the time of their admission
- 7) Children who are due to start school, living outside the area served by the school who have a brother or sister attending the adjoining junior school at the time of their admission
- 8) Children who are due to start school, living outside the area served by the school who have no brother or sister at that school or the adjoining junior school

Parents who wish their children to be admitted to Ormesby Village Infant School must submit their application to the Local Authority by 31st December of the year prior to admission. The Local Authority informs parents of the school their child will attend by April of the year of admission. All parents have a right of appeal if their child is not admitted to

the school of their choice. First admission brochures and forms are delivered to schools, pre-schools and nurseries in the autumn term.

Prospective parents are warmly invited to visit the school at any time in a safe and secure manner.

Charging and Remissions Policy

The school is entitled to request voluntary contributions towards the cost of educational visits which are planned to link with the curriculum. No child will be excluded through lack of voluntary parental contributions but insufficient contributions might result in some visits being cancelled. The school's Charging and Remissions Policy is available upon request and published on the school's website.

Administration of Medicines in School

When your child starts school, we ask for details of any significant medical history which may affect development and progress in school. Sometimes children become ill at school and we may need to contact you. Please ensure your telephone number is on your admission form and any change notified immediately.

We will administer medicine to children during the school day when it is necessary. A named adult is responsible for administering medicine at lunchtime. Parents need to complete a form giving permission for the medicine to be administered and details of dosage, etc. Medicine will not be given if this form is not completed. Only in exceptional circumstances can medicine be given during teaching time. It is the sole responsibility of parents/carers to ensure any medications are given to and collected from the school. Please ensure children are well enough to be at school.

Collection Arrangements

When your child starts school admission forms must be completed which give information of contact names and telephone numbers in the event of accident or illness. We also request the completion of a collection form each September, which gives any updated information and the names of up to three people who might arrive to collect your child at the end of the school day. This, obviously, is for the safety of the child and we insist that if any circumstances change during the year you keep us informed. New requirements for safeguarding children in school require parents to give schools the names of any adults living in the same address as the child and the name and address of any adult permitted to collect a child from school.

Photography

During the course of the school year there may be opportunities to publicise some activities that your child is involved in. This may involve filming or photographing children for use in the local media, on our website or on our social media accounts (Facebook or X). As a school we welcome these opportunities, believing that positive publicity benefits all involved with the school. There may be times when we arrange photography for our own purposes - e.g.

displays, school prospectus or events where parents wish to take their own photographs e.g. sports' days and concerts. Photography or filming will only take place with the permission of the Headteacher and with supervision by school staff. All parents receive a form giving them the option to refuse permission for their child's image to be used and parents may withdraw consent at any time in writing.

Drugs Policy

The school has a Drugs Policy that can be viewed on request. Ormesby Village Infant School acknowledges the existence of drug abuse in today's society and the pressures sometimes placed upon children. Our aim is to equip our pupils with knowledge that will hopefully help them resist influences from the outside world should undesirable situations arise. Drugs education is part of the Year 2 Science curriculum, exploring the role of medicines and well-being under the topic of Health and Growth. Discussion about the effects of tobacco and alcohol are discussed through PSHE (Personal, Social and Health Education). All topics are obviously handled carefully and appropriately for the age of children involved.

Safeguarding

All schools have a duty to safeguard children in their care. The school's Safeguarding Policy and all associated policies are reviewed annually, can be viewed on request and are published on the website. It is the school's responsibility to deter unsuitable people from working with children and to report any concerns it may have that children are suffering significant harm to the appropriate authorities. All employed staff and regular volunteers have enhanced DBS checks and receive appropriate child protection training and guidance before they start work in the school.

Curriculum

Our Ormesby Odyssey is a challenging curriculum on a designed to provide children with a broad window of learning about the wider world and their local surroundings. Our curriculum has an over-arching and driving theme of **DISCOVERY** and every subject we teach has a rationale that endeavours to achieve this for all our pupils. We ensure that quality first teaching enables our pupils to have a real purpose for their learning alongside stimulating and engaging content. Our expectations are of the highest level and to achieve this we enable pupils' efforts to be celebrated, praised and valued by all stakeholders. In order to maintain a progressive outlook, we are regularly reviewing and evolving our curriculum and in so doing we are able to keep learning fresh and appealing to all.

We intend to plan our children's educational journeys so that they are intellectual and spiritual quests, which will enable them to learn about themselves and the world. We want our pupils to embark on the beginning of a life-long pilgrimage, full of adventures and experiences that deepen their knowledge and understanding.

It is our privilege to start them off on the beginning of their passage through life, when we must instil in them a passion for embracing new experiences, the courage to face the many changes of fortune they will encounter and the determination to conquer the obstacles and fears that can so easily blow them off course.

We intend to light in them a **SPARK**, which we will nurture into a **FLAME**. These flames will burn strongly and brightly through all our planning for the Ormesby curriculum. We will aim to incorporate the following key skills, attributes and principles into every lesson, for every child.

S - Subject-Specific and Life Skills

P - Personal Development

A - Awe and Wonder

R - Refresh and Remember

K - Knowledge

F - Future

L - Life-Long Learners

A - Ambition

M - Motivation

E - Equality

Our intended aims for our curriculum cycle are:

- open up our global and diverse world, with its myriad of opportunities to all our pupils.
- furnish our pupils with the aspiration, motivation, knowledge and skills to be able to achieve their dreams.
- develop in our pupils the feelings of self-worth, self-belief and strength of character, so that they will never be defeated by adversity, but will try, try and try again.

Big Concepts for Personal Development

Perseverance, Determination & Resilience

Hope and Ambition

Motivation

Independence

Exploration

Tolerance & Respect

Big Concepts for Exploring The World

Discovery

Relationships

Consequence

Achievement & Success

Growth & Change

Significance & Legacy

Safety

For some foundation subjects, we still teach them through discreet weekly lessons as this may be dependent on specialists teaching them, such as in Sport and Music.

Each class teacher delivers English and Maths in daily, whole class sessions. These sessions cater for the variety of needs within the class. All classes have access to a teaching assistant during these sessions, who can be used to support our lower ability children and challenge our higher achievers. Every class in the school delivers their English and Maths at the same time in the day, including sessions for guided reading and phonics.

On entry to the Reception class, the children receive a curriculum based on the needs of young children which recognises the important balance between Language, Mathematics, Knowledge and Understanding of the World, Creativity, Physical, Social and Emotional development.

As the children progress, they meet the requirements of the National Curriculum.

Ormesby Village Infant School aims to provide a curriculum which balances the requirements of the National Curriculum and the development of a child's attitudes and values, leading to a responsible membership of the community. The National Curriculum has English, Mathematics, Science and Religious Education, which along with the rapidly developing Information and Communications Technology, form the main core subjects. History, Geography, Design & Technology, Art & Design, Music, Physical Education and PSHE form the other subjects.

The staff place great emphasis on the development of the whole child. The importance of personal, social, emotional and health education is woven into all our activities.

Foundation Stage

Children joining the Foundation Stage may have experienced the Early Years curriculum in other pre-school settings. The curriculum in school follows the same principles; play is central to the teaching and learning that occurs. Children are encouraged to engage in adult-led activities, and initiate their own activities by accessing the wealth of resources in school. The outdoor area also provides a learning environment where children can explore and learn alongside each other.

The curriculum consists of seven areas of learning which include:

Prime areas:

- ☐ Personal, Social and Emotional Development
- ☐ Physical Development
- ☐ Communication and Language

Specific Areas:

- ☐ Literacy
- ☐ Mathematical Development
- ☐ Understanding the World
- ☐ Expressive Art and Design

Learning is approached with the same significance and value placed upon each area. None of these areas can be delivered in isolation; a cross-curricular approach is adopted both

indoors and outdoors to promote a rich and stimulating learning experience. The seven areas of learning enhance and complement each other, providing the opportunity for children to develop into rounded, well-adjusted individuals.

Children's development is fostered by observing and assessing their individual needs, and planning achievable but challenging activities to extend their learning. The wide range of activities we plan encourage positive relationships with their peers, and opportunities for the children to become active learners who develop independence.

In the Foundation Stage, teaching and learning includes whole class teaching, small group work and paired and individual work which are all supported by ongoing observations. All children have an equal entitlement to a high-quality Early Years curriculum regardless of gender, race, culture, religion, disability or special needs.

At Ormesby Village Infant School we believe that when parents and schools work together, the results have a positive impact on the children's development and learning. Most importantly, we recognise and value that children learn most effectively when they are having fun!

Tapestry Online Learning Journal

We use Tapestry for your child's Online Learning Journal in our Reception class.

This enables the Reception staff to add photos, videos and written observations of your child from our Reception and upload them on to the Tapestry.

As a Parent/Carer you will then be sent a link to create a secure password to log in with to view your child's exciting experiences at home. This will then allow you to add comments to your child's observation. We ask that observations published on Tapestry will only be shown to close members of the family and not shared by any type of social media or sharing platforms.

As a Parent/Carer, you will have access to add home links with photographs and videos of what your child gets up to when they are not at Reception. The Reception staff will then be able to respond or add to the observation that you have published, which all add to your child's online Learning Journal.

Parent/Carer Frequently Asked Questions

How do I create an account on Tapestry?

Once you have provided us with an email address and signed the agreement, you will be sent an email providing you with an activation link. You will then need to create a secure password/ Pin which is not to be shared with others.

What can I add to my child's account?

On your child's account you will have access to their 'about me' section. Here you will be able to add information regarding your child's preferences and routines.

You will be able to add comments to any observations that have been published about your child. You can add observations from home or about an activity that your child has been doing. We would like to remind you that if you are uploading photos on to your child's learning journal that have other children on it, permission must have been gained to use the photo, these could be siblings or close friends. Photos at the park for example which have unknown children in it should not be added to your child's Tapestry page and

if there are, these will be removed. Also, remember that only appropriate comments can be made.

What if I have more than one child at your setting?

We will link the two accounts together allowing you to access both children and their observations from the one account.

If I have a question about an observation?

Please speak to the Reception staff, who will speak to you regarding the observation.

Can the Reception staff access Tapestry at home?

The Reception team are provided with a pin only account that is only able to be accessed through the Reception computers or tablets. Any responses through Tapestry will be during Reception hours.

<https://tapestryjournal.com/>

English – Reading, Writing, Spelling and Phonics

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.”
The National Curriculum 2014.

“Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.” The National Curriculum 2014

Reading & Phonics

At Ormesby Village Infant School, we teach Phonics following the Little Wandle Letters and Sounds Revised programme. This complete teaching programme meets all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and prepares all our children to go beyond the expectations of the Year 1 Phonics Screening Check.

The resources attached to this page will help parents support their child with saying their sounds and writing their letters. There is also a link below to Little Wandle's website, where parents can find helpful videos demonstrating how Phonics is taught. These will all build parental confidence to support children with their reading at home and mirror how they are taught at school. Attached below is the full Reception and Year 1 teaching programme overview to see the children will learn and when. Also below are some pronunciation guides and other related support material.

Little Wandle for Parents

The majority of classes are taught together and work is well-matched for different abilities and needs. Those children who find learning more challenging are supported in smaller groups/1:1 with Catch Up and Keep Up interventions to revisit any prior learning they have not yet grasped. Children who continue to require phonetic support at the end of Year 3

will still be able to access trained staff, who will be using the Little Wandle 7+ programme as the reading experts at our Junior school.

Our collection of reading books match the programme's agreed Grapheme Phoneme Correspondence (GPC) progression and trained staff deliver Phonics in a consistent and enthusiastic manner across each week utilising uniform actions, chants and rhymes. We will continue to ensure our pupils love doing Phonics and the impact of its sessions is significant.

Spelling Programme

When pupils reach Year 2, they should have achieved their Phonics goals and reached the end of the Little Wandle programme successfully. Pupils will then follow the Nelson spelling programme, where they will have spelling tests, videos on spelling patterns, phonic style sessions with spelling flashcards and focused spelling tasks to challenge and embed the learning. Some children may not have reached their Phonics goals, so will continue to receive phonic instruction.

Supporting Children with Reading

Although children will be taught to read at school, parents can have a huge impact on their child's reading journey by continuing their practice at home. There are three types of reading book that your child will bring home:

A reading performance book.

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently. All children will practise reading their performance book in school each day between Monday and Friday. After these first three reads have been completed the book can go home for the child to read to an adult independently and fluently. This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

A reading practice book

This may be a different reading book at the child's same phonic stage may be sent home for continued practise and enjoyment.

Year 2 children, who have completed their Phonics journey successfully will be classed as an independent reader and encouraged to change their chosen reading books daily, if the books have been read in that time. Larger and lengthier reading material will require longer to complete.

A sharing book.

Your child will not be able to read this on their own. This book is for you both to read and enjoy together, as the child may have chosen this themselves from personal interest. Children will bring a sharing book home on Mondays from the book corners in class or the school library.

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. We have a separate page about our reading for pleasure culture if you would like more information.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun.

Writing

The school bases its writing, in part, on the reading scheme developed by Pie Corbett. This enables a more consistent and progressive approach to the teaching of writing supported by the work of our curriculum. Alongside this, our writing is also stimulated from quality books which inspire and are linked to our topics of study through the year. In doing this, we aim to achieve two pieces of extended writing per half-term, often which are cross-curricular. We also ensure children understand how to apply sentence scaffolds to their independent writing as they develop their expertise. They are also provided with a clearer view of what high quality writing looks like and their learning is structured robustly with any misconceptions addressed swiftly. Using this approach, teachers can give pupils clear guidance with less confident areas, such as cohesion and paragraph formation. Pupils are given a stronger concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes. They also know how to improve their writing and make it more focussed and interesting.

The school also employs an approach to handwriting using Little Wandle's Happy Handwriting resources. Our approach to teaching spellings and grammar follows a Nelson programme providing those pupils ready for it with a stronger toolkit from which to achieve the Expected and Greater Depth Standards.

When required and in addition to that which is carried out during Phonics teaching, there will be discreet spelling sessions in class and taught themes will be based upon quality texts, allowing pupils the opportunities to "mine" and analyse for examples of the key themes. As a school, we feel that strong writers start from being strong and avid readers.

Along with interesting and well-chosen class novels, guided reading sessions take place throughout the week and enable pupils to experience different themes from established authors. There will be grammar and word level tasks stemming from these; followed by shared, modelled writing; culminating in the pupils undertaking an independent writing exercise utilising the taught techniques.

Our Writing curriculum focusses on the purpose for writing and what different 'genres' or 'text types' have in common. The two writing purposes we will be using are:

Writing to Entertain

Writing to Inform

KS1 only focus on the purposes of writing to Entertain and Inform.

Our overall aim is to ensure standards of writing improve and our pupils have the stamina, knowledge and skills to write independently. This can all be achieved through a combination of our teaching strategies and increased frequency of writing tasks.

Mathematics

Our school follows a Mastery approach to Mathematics. Reception children at Ormesby Village Infant School will follow the Early Years Foundation Stage, which allows children to gain a firm understanding of our number system before going on to solve a range of mathematical problems practically, and in a way that is accessible to young children. We pursue the numberness of number. Using the Primary National Curriculum as a basis, Year 1 and 2 children will cover aspects of number, measurement, geometry, and statistics for Year 2 children. A range of resources is used throughout school to support children in building a mental representation of mathematical concepts and ideas.

We aim to provide creative and engaging maths lessons, where children can develop the skills that will enable them to solve problems independently. We want our children to enjoy learning in this subject, and have the ability and confidence to practise and consolidate their knowledge and skills through class-based discussion, pupil-led activities, open-ended investigation and maths games. Our aim is that children become fluent in mathematics. This means that children will develop conceptual understanding, where their knowledge and skills can be applied to a variety of problems. Every child is encouraged to develop good mental calculation strategies and a rich mathematical vocabulary, which is used to talk about their methods and explain their reasoning.

Mathematics is fundamental to everyday life and is applicable to a number of subjects. Therefore, we try to give our numeracy work a real-life context so that learning is meaningful for our children. There is a strong emphasis on applying mathematical skills in everyday situations, such as shopping or organising an event, enabling children to see how important their numeracy skills are. Mathematics also has a strong cross-curricular link, where children can develop and apply their mathematical knowledge and skills in other subjects, such as Science, Geography and Computing. Children are encouraged to learn and use maths through Computing. We provide children with a secure foundation in maths and so give them the tools to become inspired young mathematicians.

Science

Science enables children to develop knowledge and understanding about the world around them. The National Curriculum requires children to 'work scientifically', meaning they are taught to ask simple questions, make observations, perform simple tests, record their observations and communicate their results. The science curriculum is taught through a range of topics and provides curriculum links to Computing, Literacy and Numeracy.

The National Curriculum has a strong focus upon children being taught about the natural environment which surrounds them. This allows children to spend time working outdoors and specifically in the wildlife area, the hide, pond area and using the nature trail. These

opportunities will develop children's knowledge of identifying and classifying different species of plants and animals which live in these areas. Through working in the outdoor environment within the school grounds, the children observe and record the seasonal changes which occur in the natural world.

Children are also encouraged to investigate everyday materials, sort them in different ways and test out their properties by carrying out experiments which involve bending, stretching and twisting.

Children take part in a week dedicated to Science. It is themed in relation to National Science Week and focuses upon one of the strands of science - for example, biology, physics, chemistry or environmental science. The week enhances all aspects of scientific enquiry as well as allowing them to carry out experiments, giving children a deeper understanding of a specific area of science.

Immersive Learning Classroom

Since October 2023, our Federation of Schools has had at its disposal a special, immersive learning classroom. The aim of this provision is to make learning a fun and enriching experience for pupils of all abilities across all key stages. A virtual environment develops young pupils' core skills and imagination by providing endless opportunities for exploration and interaction. By extending the learning beyond the classroom, immersive technology can raise pupils' understanding adding awe and wonder in the pursuit of knowledge. This a multi-sensory space stimulating all through touch, smell and sound. The content is fully editable to whichever curriculum area is required either from an existing creation in the library or courtesy of a self-built model. Pupils from across the Federation benefit from using this space academically, pastorally and emotionally and we enjoy sharing it with the wider community also.

Computing

At Ormesby Village Infant School we aim to give our children a wide range of computing experiences which helps them to engage in an ever increasingly digital world.

Computing is a core subject and is taught as both a discrete subject, on its own, in weekly sessions and used as an additional resource within other curriculum areas. Each class also has access to Chromebooks and IPADs, so that children can be taught in groups or use these resources during other lessons for focused activities. All classrooms have an interactive whiteboard for whole class teaching. These can be used by adults to share videos, flipcharts, photographs and games in all lessons to engage the children and enrich the curriculum. The children can also use these boards themselves to practise their reading, writing and numerical skills through a wide range of games and activities provided by our Espresso software and other internet based interactive resources.

Internet access makes researching topics easy for both children and adults. The children are taught how to use the internet safely and sensibly and are supervised at all times. County server software filters all sites and blocks those that are inappropriate for school use.

In addition to the main hardware and software the children also have opportunities to use:

- ◆ Video cameras
- ◆ Floor robots (roamers and bee-bots)
- ◆ Digital cameras
- ◆ CD players
- ◆ Electronic keyboards
- ◆ Digital scales

Computing provision is continually being updated and improved to enable our school to keep up to date with fast changing technological developments.

Religious Education and Collective Worship

Religious Education is an entitlement for all children and its place in the school curriculum is an acknowledgement of the important role that beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area, Religious Education offers children an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

The main purpose of our curriculum is to enable pupils to become more religiously literate. This means providing them with the knowledge and understanding of religion and belief, so that they are able to hold informed and balanced discussions about it. This essential outcome is achieved by teaching pupils through three equal disciplines: Theology, Philosophy and Human/Social Sciences.

Theology: Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians or to look through a theological lens at concepts. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers or to look through a philosophical lens at concepts. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence

Human/Social Sciences: Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists or to look through a human/social science lens at concepts. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Religious Education is based on the Norfolk Agreed Syllabus, which aims to give children an understanding of religious, moral and spiritual values. The Norfolk Agreed Syllabus places enquiry at the heart of learning. Therefore, we use a variety of active ways of working including art, drama, artefacts, visits and displays to learn 'about religion' and 'from religion' through topics such as special people, books, times, places and objects, and by visiting places of worship.

Personal, Social and Health Education – PSHE

This is an important subject in any school's curriculum. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. At Ormesby Village Infant School we place very high expectations upon children's social skills and behaviour and PSHE gives us time to develop these skills. Pupils are encouraged to take part in weekly circle times and class council meetings to share their own feelings and viewpoints linked to a theme.

We promote Zones of Regulation and PATHS (Promoting Alternative Thinking Skills) which aim to teach children how to resolve everyday conflict situations calmly, using language to de-escalate problems and arguments, as well as help them manage their own emotions. These themes relate to S.E.A.L. (Social and Emotional Aspects of Learning) and children's own needs. We follow the Jigsaw scheme of work across our Federation for PSHE. Each class is unique as is each individual child's experience. For example, lessons may include the opportunity to share something good that has happened to the child, like winning a trophy or a family's special occasion. It could also be a chance to share unhappy news, like a relative or pet that has passed away, when a child is feeling particularly upset. We also follow the Jigsaw scheme, which allows us to enjoy discussing a weekly focus.

During circle time all of the children begin to understand how others are feeling and relate their own experiences towards them. It is also an excellent time to deal with any whole school or national issues. For example, during Anti-Bullying week each class explores a series of activities linked with tackling bullying. Any class viewpoints on these issues can then be raised through class council and then later fed through to school council for the matter to be developed as a whole school. There is a big emphasis on developing the children's speaking and listening skills during these times, making them feel confident when expressing their individual opinions. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Each day a child is chosen as "Star of the Day" and receives compliments from their class members.

RSHE

Relationships, Sex Health education is not taught as a separate subject but as part of our science and personal and social curriculum. Children learn about the life cycles of animals and humans in a way that they can understand and is appropriate for their age. The children learn about themselves and develop self-esteem, self-confidence and personal morality. They have opportunities to discuss issues, develop caring relationships and they are encouraged to respect other people's feelings and cultures. Sex education is an integral part of personal, social and moral education. It is taught by all teachers as part of the national curriculum in a cross curricular way. Pupils are also taught about sexual harassment and sexual bullying at an age-appropriate level and how to stay safe online.

These areas of the curriculum are fully compliant with the latest statutory guidance.

History

The History taught in school provides the children with opportunities to gain an understanding of past events in both Britain and the wider world. They learn and develop vocabulary in terms of common phrases that relate to the passing of time, and begin to

understand how events can be ordered chronologically. The children engage in activities that encourage them to think critically and develop their own views and perspectives.

Differences and similarities are demonstrated by comparison of various periods of time and discussions of how people have changed the way they live provide opportunities for the children to acquire new information. The children consider historical events within living memory and compare them to famous significant occasions beyond memory, for example flooding in the local area and The Great Fire of London. Similarities may be drawn from these examples regarding how both events may have changed the lives of people.

Topic work aims to inspire and develop a desire to find out more about the heritage of Britain and to help children know and understand significant aspects of the history of the wider world. History may be taught in a cross-curricular approach in order for the learning to be significant and memorable to the children, allowing them to recall events later on in their education.

When applicable, local history will be shared with the children to help them to have a sense of time in terms of their own community. Additionally, trips to local museums and sites make the learning fun and meaningful, and encourage the children to be proud of their neighbourhood and the history that sits alongside.

Geography

The teaching of Geography gives children a chance to explore and explain the world we live in, and to understand the relationship between people and the environment. It is important for children to gain a sense of awe and wonder about the world around them, and to be inspired to deepen their understanding and acquire knowledge of place and location. Our school grounds and the local area are extremely useful resources in our topic work, enabling children to improve their investigative and observational skills through first-hand experience. Studying our village, Ormesby St. Margaret, means children become familiar with the amenities on offer, in comparison with larger developments, such as Great Yarmouth and Norwich. It further builds on children's geographical vocabulary of both natural and man-made features of our world.

Through the use of maps, globes and atlases, children become aware of more global features. They learn to use and interpret maps, identify countries, and recognise landmarks, thus increasing their skills of research and investigation.

Geography gives appreciation of life in other cultures. We value our links with other schools, including local schools and Featherstone Primary in Ealing, London. These allow children to observe and understand the similarities and differences between their own environment and way of life and others'.

We aim to provide a Geography curriculum full of excitement and challenge, where children can feed their natural curiosity about the world and its people.

Art and Design

The teaching of art and design aims to engage, inspire and challenge the children to explore a wide range of art media and materials. Planned opportunities are provided to encourage the children to invent and create their own works of art, craft and design via drawings, paintings and sculptures. A range of experiences including visual, tactile and sensory opportunities all serve to enable the children to experiment and communicate what they see, feel and think, using colour, texture, line, pattern, form and space.

The school introduces a variety of techniques and styles during art and design lessons, which develop the children's knowledge and skills. Links to culture are recognised. Children are encouraged to investigate and learn about the impact of art and design, including a range of artists and designers, who, over a period of time, have contributed to the world of art and design. The children begin to understand and describe different practices and disciplines, whilst they also make links to their own art and design work. They are encouraged to use their imagination through stimulating activities that enthralls their desire to produce unique artwork.

Design and Technology

Children learn how to work safely with a range of tools and materials in order to design and produce good quality products. An emphasis is placed on the development of the children's designing and making skills. They are also encouraged to evaluate their work and that of others. Design and Technology opportunities will arise in a number of integrated learning and may be scientific, mathematical, artistic, historical or geographical in their context.

Music

We encourage the children to become musically aware, skilled and appreciative through a range of experiences. We aim to develop performing, composing, listening and appraising, including the use of Computing in music development and recording. Children must have opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, learn to sing, create and compose their own music and have an understanding of how music is created, produced and communicated. We use Charanga across the school as a scheme to support music lessons throughout the school. Children in Y1/Y2 can join the school choir, which performs at school events and in local music festivals.

Physical Education

At Ormesby Village Infant School, we are passionate about enhancing children's physical development through providing a wide range of activities. These activities enable all children to develop co-ordination, balance and increase their agility. They will also be taught to master the basic skills of running, jumping, throwing and catching.

Children will also be taught how to use simple tactics such as attacking and defending when playing team games.

Children have the opportunity to apply the skills they have learned to compete against different 'house' teams within the school, as well as having the opportunity to participate at interschool tournaments within the cluster.

The school receives a PE funding premium which enables children to be taught by professional coaches. The specialist coaching enables children to master skills correctly, whilst enabling staff to develop these skills further when teaching subsequent lessons.

The overall aim of our physical education curriculum is to encourage children to lead healthy, active lives and understand the importance of this for their future well-being.

Outdoor Learning

We have a bespoke outdoor learning space where our pupils can learn about nature, bushcraft and survival with external specialists or staff interested in bringing the learning outside the classroom. This space can be used to embellish our curriculum and/or be used to grow vegetables, to provide nourishment and nutrients for insects and wildlife and to house any conservation projects we choose to pursue.

School Assemblies

Children meet daily for collective worship during our assemblies. Our assemblies are broadly Christian in nature and comprise stories and accounts based on themes and the sharing and celebration of events and achievements. These provide opportunities for spiritual, social, moral and cultural development, as well as enhancing classroom activities.

Parents have the right to withdraw their child from either religious education lessons or assemblies, or both. Parents who do not wish their children to participate are asked to speak to the Headteacher to arrange alternative provision.

Homework

Children work and play hard at school and they need time at home in the evenings to rest and be with their family, to play with friends and enjoy other activities. We do expect the children to complete some homework and we want to work in partnership with parents so that the experience is beneficial. All children are encouraged to read and share books every evening and we send home a 'home-school' reading diary for comments from teachers and parents/carers. Children are asked to learn spellings and times tables and may undertake work linked with projects. Homework is differentiated to match pupils' ages and abilities. We send home regular homework challenges which we hope are enjoyable and promote further school-home partnerships.

After-School Club

At present the After School Club takes place during term time throughout the school year on a Monday, Tuesday and Wednesday from 3:15pm to 5:00pm. Our aim is to offer a wide

range of sporting activities to suit all tastes. Our after-school club provision is free of charge. Please call in to school for booking forms or any other enquiries.

National Curriculum Assessments

All statutory assessments, such as the Phonics Screening Check are set to take place during this academic year.

Behaviour

Children are happiest and learn best when their environment is rich, enjoyable and stimulating, boundaries and rules are clear and they understand the consequences of their actions. They need to know that staff care about them, have the highest of expectations for them and are prepared to give their time to assist them and to listen. Positive attitudes and behaviour are rewarded and celebrated through merits, house points and recognition in assemblies. At the end of each half-term we reward children with a special treat to thank them for their hard work and good conduct. The school's Behaviour Policy is available upon request and published on the school's website. Bullying, including sexual bullying and harassment, is not tolerated and the Anti-Bullying Policy is also available on request and published on the school's website.

Educational Visits

Several areas of the curriculum are enriched by educational visits to such places as museums, historic sites, and contrasting environments - local and further afield. Such visits, made during the school day, are a planned part of the curriculum and much preparatory and follow-up work flows from them. Children who do not experience the visit will find follow up work difficult. Parents are requested to make a voluntary contribution towards the costs of these visits. We can only afford to make such visits if enough parents are willing to support them financially. However, it is our policy that no child should be excluded because of hardship and we endeavour to ensure that all benefit from the experiences offered. Please speak to us if finance is a problem or a barrier to your child being included. We will do what we can to help.

Parents and School Working Together

Parents are always welcome in school as volunteers in the classroom and opportunities also exist to support our annual events, particularly our school concerts/productions, sports events and fundraising occasions.

Time is set aside in the autumn and spring terms for parents-teacher meetings over the telephone or virtually. Parents are given termly interim reports during the Autumn and Spring terms and an annual written report to read about their child's efforts and progress in the Summer term.

The successful education of children involves an effective partnership between school and home. We need and depend on your support.

The School and the Community

We believe that children should recognise that they are part of a wider community, as well as being members of our school. We encourage children to engage with this community in a variety of ways to encourage community cohesion. Broadly, our school's contribution to community cohesion can be grouped under the three following headings:

Teaching, Learning and Curriculum:- teaching pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Equality and Excellence:- ensuring equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

Engagement and Ethos:- providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

House Team System & Team Points

Every child will join one of the following houses, named after four local Broads in our surrounding area:

House	Colour
Filby	Green
Ranworth	Red
Hickling	Blue
Barton	Yellow



Special Educational Needs (SEND)

Children may have special educational needs or disabilities throughout their time at school, or for specific periods of time, for a wide range of reasons. It is the school's duty to treat every child equally and to cater for their individual needs within the classroom whenever possible. Sometimes children's needs are such that they may require specialist support in school or from outside professionals. Parents are always kept fully informed about their children and how they are being supported so that they can work in partnership with the school. In line with government requirements the school has produced a policy document and local offer detailing how it will support children with special educational needs and disabilities. These are published on the school's website.

Going Deeper

We recognise that some children will grasp their learning more swiftly than others and we ensure these pupils are equally celebrated and encouraged both in and out of school. We

provide a range of extension activities for these children, so they can achieve their full potential and be taken deeper into their own age group's curriculum. We also signpost clubs and activities we find out about which take place outside of school to parents to further enhance and perfect a pupils' talents.

Looked After Pupils (Child Looked After)

Children in care who are 'looked after' are supported well in our school. We follow all the legal guidelines to ensure that they are happy and make progress in our school.

School Uniform

We love seeing how smart our pupils look each day, so please find a reminder of the required uniform below. All shirts/blouses are to be tucked in. School uniform is worn by all pupils and can be ordered direct from one of our suppliers: Harrisons Schoolwear in Great Yarmouth, our local supplier, who also has a website. Please ensure your child is wearing the correct uniform.

School motif maroon sweatshirts/sweatshirt cardigans

Grey school skirts or pinafores/Grey or black school trousers

White blouses/shirts or white polo shirts with or without the school motif

Grey tights or knee length white or grey socks

In the Summer Term, but not exclusively, the following can be worn:

Red/Maroon Gingham dresses or grey skirt or grey shorts

White polo shirts with or without school motif

All black school shoes (no trainers of any description nor boots - shoes should be closed-toe)

White, grey or black socks

(A change of undergarments would be advisable for our youngest of children in case of accidents)

Infant P.E. Kit

Plain white T-Shirt and black shorts (No football shirts or T-shirts emblazoned with logos are allowed)

Black plimsolls/trainers

Tracksuit (plain colours for colder weather)

No jewellery is to be worn, except for those with pierced ears who should only wear single, plain studs. These must be removed or taped up on PE days.

Our entire uniform, book bags, sun hats and art overalls can be purchased from Harrisons, our supplier. Main supermarkets or department stores also stock similar uniform without the school logo.

All uniform is to be named.

Property

Valuable items should not be worn or brought to school. Children are advised not to bring items to school that are not essential for either their school work or the school day. Storage is limited and we cannot take responsibility for loss or damage.

Money

We operate a cashless school, so unless it is for a specific purpose, such as a charity day or book fair, money should not be brought to school.

Jewellery

Jewellery should not be worn to minimise the risk of accidents and the possibility of loss or damage. The only exception is for children with pierced ears who may wear a small, single stud in each ear, provided they are removed for PE lessons. The children are responsible for removing their studs themselves and if this is a concern to parents then we recommend that studs are not worn on days when there is PE. The school is unable to accept responsibility for accidents involving studs or other jewellery. In addition, children may wear a watch (not a SMART watch). The children are responsible for removing and collecting watches before and after PE lessons.

Concerns and Complaints

If parents are worried or concerned about anything, we urge them to contact the school. Even if you consider the matter to be trivial, if it is worrying a child or a parent, it needs to be resolved before it becomes a bigger problem. Initially, the child's class teacher should be contacted, but if a parent wishes to speak to the Deputy Headteacher/Headteacher an appointment can be made by telephoning the school office. Issues arising are usually fully resolved at this point; however, if after discussion, the matter is not resolved, a formal complaint should be made to the Chair of Governors. A copy of the complaints' procedure is available upon request at the school office and is published on the school's website.

Inspection Reports

We are delighted that our recent inspection reports (13.12.2022) reflect the hard work that has been put in to the school by the children, parents and staff over the recent years. Below are a few extracts from our most recent one. The full version can be downloaded from our school website.

"Pupils love their school because they enjoy learning. They say teachers are kind and make learning fun. Leaders have high expectations for what pupils can achieve in their learning and development. Pupils achieve well in all the subjects they study. They make a strong contribution to the running of the school, for example through the pupil voice committees."

"Parents are overwhelmingly positive. They are rightly pleased with how quickly their children learn to read and how well they are cared for."

“Classrooms are calm and purposeful places for learning. Behaviour is typically good in lessons, around the school and on the playground. There is no bullying, and ‘playground pals’, as well as adults, help pupils to play well together.”

“Pupils are safe at school. They are confident to talk to an adult if they are worried about anything.”

“Pupils take an active part in class and school council, often raising money for charity. Infant leaders pick a project every year to help their local community to improve. This year they took part in a beach clean. Pupils are well prepared for the next stage in their education and life in modern Britain.”

“Strong systems are in place to ensure all pupils are safe, including safer recruitment. Staff are well trained and are clear about when to make a referral. They complete referral forms with appropriate detail. Leaders stringently follow up on any concerns and work effectively with parents and external agencies. Safeguarding processes and procedures are carefully scrutinised by governors.”

“Leaders ensure that the curriculum includes everything that pupils need to know about keeping themselves safe. For example, pupils are taught about internet safety in their computing lessons. The pupils’ safety committee helps leaders to spot any potentially unsafe areas of the school and playground.”

“Leaders are ambitious for what pupils can achieve. Over the last three years, they have revised and improved the curriculum. Within each topic, leaders make sure pupils know what national curriculum subject they are studying and develop a strong body of knowledge. Careful planning ensures that pupils know, understand and can do more year on year.”

“Teachers have good subject knowledge because leaders provide them with effective training. Leaders make sure teachers have time to plan and assess pupils’ work together in year groups. This reduces workload and enables leaders to monitor the accuracy of teacher assessment. Teachers do not have any concerns about their workload.”

“Reading is given the highest priority by leaders. Over the past two years, they introduced a new phonics programme which is suited to their pupils. Teachers and teaching assistants received detailed training. The new phonics programme is having a significant impact on how well and how rapidly pupils learn to read.”

“Reading books are well matched to pupils’ phonic knowledge. From the moment they start school, pupils develop a love of reading. They cannot wait to read their books and are keen to use their phonic knowledge. Pupils enjoy talking about the stories they are reading.”

“Pupils behave well in class. They listen attentively to their teachers and are fascinated by what they are learning. Pupils play and work happily together.”

“Teachers often adapt the curriculum well for pupils with special educational needs and/or

disabilities (SEND). Pupils can join in well in lessons and make strong progress with their learning. Leaders work well with external experts so that pupils receive any specialist help they need.”

“Strong provision is made for children’s learning in the early years. They settle quickly due to high expectations for their behaviour and learning. The early years’ curriculum is well planned and interesting, so children are keen to learn. For example, they were enthralled when examining their plastic animals frozen in bowls of ice. They could not wait to find out which bowl would thaw first.”

“A wide range of exciting visits and visitors enhance the curriculum, for example a residential visit for Year 2 and taking part in the Norfolk County Music Festival. Leaders provide sports’ clubs for pupils after school.”

“Governors know the school well. They make regular visits to find out about the curriculum and how well pupils are learning. They are aware that the school has some financial challenges and are working with the local authority to address them. Governors give effective support and challenge to school leaders.”



Our Pupils’ Views

“I like going to the library to read books.”

“I love going in the HIDE. We play and talk about how I am feeling.”

“I really enjoy using the Chromebooks and the IPADs.”

“I like the staff and pupils because they are all friendly.”

“You can talk to anyone when you have a problem.”

“I feel proud when I earn House Team/Dojo points and merits.”

“I am the best at Maths.”

“I love writing!”

“I like reading to an adult!”

“I learnt about the Great Fire of London and my mum and dad did not know about this.”

“There are always lots of friends with me.”

“We have fun!”

“We have lots of people helping us to be kind.”

“I like school because I like to learn.”

“I love school because it makes me feel safe.”

“I like playing outside.”

“I cannot wait to get over to the Junior school to use the Immersive room.”

Nurture

We are very lucky at Ormesby Village Infant School to have wonderfully trained staff skilled in supporting pupils pastorally. All staff promote our nurturing values throughout the whole school and make our school feel like a real family. Our pastoral support can be evidenced in a number of ways in school, particularly in our H.I.D.E. (Helping Individuals Develop Emotionally).

Nurture Groups

Some children will be invited to join our nurture group during their time at Ormesby Village Infant School. Inside these small groups pupils are encouraged to improve their self-belief, promote good behaviour, teach basic skills and/or develop friendships. Children will generally attend for half a term but may stay longer if needed. A range of approaches are used here, including Lego Therapy, Time to Talk and/or Drawing for Talking to name but a few.

Family Support

Our pastoral support is not just there for the children. They offer a fabulous service for families too. Staff members are available to listen and offer advice on a variety of family issues. They can help to put support in place and liaise with other agencies for you.

Toast Time

We offer Toast Time to selected children on a daily basis when needed. Toast Time is a chance for children to sit down around a table with others and share food and drink. It teaches children to communicate effectively, calm and regulate mood, develop table manners and it helps to create friendships. During Toast Time the adults model behaviour and set a good example for children to copy.

Home-School Agreement

At Ormesby Village Infant School we are all proud of our school and we want staff, parents, pupils and Governors to work in partnership to provide a top-quality education for our children. This Home-School Agreement gives everyone the opportunity to express their commitment to the vision and aims of our school.

Ormesby Village Infant School Ormesby Village Infant School agrees to:

- welcome you warmly into the school at every opportunity
- value your children and treat them with respect
- support your children in all aspects of learning so that they develop their full potential
- support any form of special educational need and communicate with you about individual programmes of work
- provide regular homework activities to support learning in school
- provide a written annual progress report for your children every July
- give your children a voice through the Pupil Voice Committees, allowing them to share in decision-making and instilling in them care for each other

- inform you regularly about school events, the curriculum and your children’s progress and attendance
- deal quickly and sensitively with any concerns

Signed Class Teacher Date

Parents/Carers We agree to:

- send our children to school on time, every day, ready to learn and with any necessary equipment for the day ahead – e.g. P.E. kit
- support the uniform policy including Health and Safety requirements e.g. sensible footwear/P.E. footwear/removal or taping of jewellery for P.E.
- inform the school on the first morning of our children’s absence so the school knows our children are safe
- complete holiday request forms prior to the absence stating clearly why a holiday needs to be taken during term time
- respect the people who work with our children and inform them about anything that may affect our child’s learning
- support our children with homework activities
- attend Parent-Teacher Meetings to discuss our children’s progress
- share any worries or concerns with the class teacher initially and then with the Headteacher if necessary.

Signed Parent/Carer Date

Children I agree to:

- try hard and do my best all the time
- treat people in my school as I want them to treat me
- follow my school and classroom rules that I helped to make
- look after my school and its grounds and take care of school property
- tell someone if I have concerns or worries

Name Date

