



**GUILDHALL FEOFFMENT
COMMUNITY PRIMARY SCHOOL**
Bridewell Lane, Bury St Edmunds, Suffolk, IP33 1RE

PROSPECTUS

2016/2017

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This school is committed to the safeguarding of children and young people as well as all adults. A copy of our Safeguarding Policy is available upon request.

**WELCOME TO
GUILDHALL FEOFFMENT COMMUNITY PRIMARY SCHOOL**

We are a happy, friendly school situated in the centre of Bury St Edmunds. At present there are 373 children on the school roll. Extended care is provided for primary school pupils at Skylarks Club which operates on the school site. Skylarks is also open during school holidays.

Guildhall Feoffment Pre-school is situated in superb new premises a few minutes away from the main school site. Liaison with our primary school will continue and our youngest children will continue to benefit from integration in the life of the main school. The new site will provide opportunities for extended day care and care outside school term times.

Every child is special to us and we strive to ensure that each one achieves their maximum potential during their time with us. We acknowledge the importance of a positive relationship between home and school in order to provide the very best opportunities for all the children in our care.

We therefore encourage parents to take an active role in the life of the school and particularly in supporting the educational development of their children.

Please make an appointment to come to visit our school and talk with me about the opportunities, which are available at Guildhall Feoffment.

Sue Herriott
Headteacher

The information and particulars contained in this Prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

THE HISTORY OF THE SCHOOL

The School opened on Monday 3rd July 1843 as the Guildhall Feoffment Poor Boys School, thirty boys being the first pupils. The school was built on land owned by, and with the money provided by, the Guildhall Feoffment Trust. The Trust has initiated and supported many charitable causes in Bury St Edmunds since its formation under the terms of the Will of Jankyn Smythe, a 15th century merchant of Bury St Edmunds. It is from this Trust that the School's name is taken.

From the original thirty children the School numbers grew until, at the turn of the century 240 boys were being taught in the present hall. Ninety years after its opening, a major extension was completed to allow the School to provide education for boys and girls up to the age of fourteen. Upon a re-organisation of schools in Bury St Edmunds, St Mary's Infant School closed and merged with the Guildhall Feoffment in 1972.

In 1974 internal improvements were made and the School was re-designed and taught children from four to nine years of age.

In July 1993 the School celebrated its 150th anniversary.

In July 2013 the School celebrated its 170th anniversary.

ORGANISATION OF THE SCHOOL

Children are placed in unstreamed classes of mixed ability, although some lessons may be taught in streamed groups, and, wherever possible, of the same age group. When classes are reorganised, consideration is given to friendships and academic achievement for all children.

The accommodation of the school is good, with a large equipped hall and stage allowing for ample facilities for indoor games and gymnastics. A separate dining hall and kitchen occupies an annexe to the School. Two large enclosed play areas complete the school complex.

Suffolk County Council has reorganised education provision in Bury St Edmunds and now provide primary schools for pupils 4-11 years and upper schools for pupils 11-18 years. Our school therefore now provides education for pupils aged 4-11 years.

In Spring of 2017 a major building project will be complete which will provide four additional classrooms, a drama /PE studio/hall and a new school kitchen.

ADMISSIONS POLICY

The County Council is responsible for admissions to the school and full details of the County Council's admissions policy, procedures and Suffolk's co-ordinated admissions schemes are set out in the Schools in Suffolk brochure. This is available online at:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places/apply-for-a-primary-school-place-for-the-20172018-school-year>

Children have the opportunity to join our school full time at the beginning of the academic year, in September after their fourth birthday.

OFSTED INSPECTION

The school was most recently inspected by OFSTED in May 2016. The school was judged as being a "good" school.

The standard of teaching was observed to be very high across the school. This impacts on the high standards achieved by our pupils in reading, writing and mathematics.

We are proud of our achievement but are focused on school improvement in order to provide the best possible opportunities for all our children.

SCHOOL AIMS

The aim of our school is to enable children to fulfil their potential by providing a broad and balanced curriculum, which focuses on high standards of teaching and learning. We aim to stimulate in the children a desire to learn and want them to enjoy coming to school. We hope that they will become independent, self-confident and happy. We hope that they will achieve self-respect as well as respect for others and for property. We endeavour to work with parents and the local community to encourage our children to become responsible citizens.

SCHOOL TIMES

The school day begins at 8.50am and children may come in to school from 8.40am onwards. The attendance register is marked at 8.55am and it is important to ensure that pupils arrive in sufficient time for them to organise their coats, bags etc and arrive in the classroom by 8.55am. We emphasise the importance of arriving at school punctually in order to begin the day well. Regular attendance is vital if we are to ensure that children succeed in school and in their future lives.

The end of the school day is 3.15pm. If you are going to be delayed and cannot arrive to collect your child we ask that you telephone us to let us know in order for your children to be cared for safely until you get to school.

THE CURRICULUM

The Curriculum aims to ensure that each child follows a balanced programme of study providing them with as wide a variety of experiences as possible. The way in which children learn, and the way in which they learn to develop relationships with others, is as important as what they learn. The subjects of the National Curriculum are taught. These are: -

Core subjects: Mathematics, English, Science, ICT

Foundation subjects: History, Art, Geography, Technology, Music, PE, French

In addition to the above subjects Religious Education, and Personal, Social and Health Education, are parts of the School's Curriculum.

We pay particular attention to the language skills of speaking and listening, writing and reading and to the development of sound mathematical understanding.

It has been stressed that the National Curriculum is not the whole curriculum and that there are many aspects of school life that cannot be compartmentalised into specific subject areas, but are still very important to a child's development.

The time given to each aspect of the curriculum is difficult to assess accurately as work completed may cover many areas of the curriculum at one time. As a guide, the "Core" subjects occupy around half the timetable and the other subjects are shared equally with the remaining part. The delivery of the curriculum by each teacher will take a variety of forms: topic work and individual subject work are both employed as the teacher decides.

The children in the Early Years Unit (the 4 & 5 year olds) follow the Early Years Foundation Stage Curriculum, which is planned by staff to address the needs of the youngest children. The Foundation Curriculum focuses on six key areas: Language and Literacy, Mathematics, Personal and Social Development, Knowledge and Understanding of the World, Physical Development and Creative Development.

TEACHING

The content of the National Curriculum is prescribed, although schools are able to decide on how that content should be taught. Children are taught on a whole class or small group or individual basis at the discretion of the Class Teacher.

The youngest children often study subjects in an integrated way, but as the children grow older, teaching may be subject based. Children are assessed during their time in Early Years, this being a statutory requirement. Their progress is continually assessed informally by the Class Teacher as well as formally with the use of standardised reading, spelling and mathematical tests. This helps us, as a school, to support all our children towards achieving their best in all subject areas.

The teaching in school is supported by visitors from the local community such as Police Officers, the School Nurse, and the Dental Education Officer, local clergy and visits to places of educational interest in the locality and beyond.

In the context of visits or visitors to the School it may be necessary to make a voluntary contribution towards costs.

SPECIAL EDUCATIONAL NEEDS

The needs of each individual child are special but most can be met within the normal classroom situation. However, a small number of our children have special educational needs, either because of specific learning difficulties or particular talents. For those children with learning difficulties special tuition is made available for a number of sessions per week.

Children with special talents in particular subject areas are extended in classroom activities by the teaching staff.

The Class Teacher, in the first instance, decides a child's need for Special Educational Assistance. She then consults the Special Needs Co-ordinator. A programme of work is decided and will be either classroom based or by withdrawal of an individual or small group of individuals. If the concerns cannot be met within the school, the Advisory Teacher or Educational Psychologist's help is requested. Concerns are always shared with parents. Ultimately, the child may be put forward for formal assessment.

RELIGIOUS EDUCATION

Arrangements for the Act of Collective Worship and for Religious Education are made in accordance with the requirements of the 1944 Education Act and the Education Reform Act 1998.

In this school, collective worship and Religious Education are non-denominational in character. Religious Education is in accordance with the Suffolk Agreed Syllabus.

Parents may, if they wish, withdraw children from collective worship and Religious Education. This request should be made in writing to the Headteacher.

Assemblies take a variety of forms and are taken by members of staff, classes of children, or visiting speakers (members of the local clergy, speakers for charities etc).

PHYSICAL EDUCATION AND GAMES

Physical education is a regular part of the Curriculum and all children are required to participate. The Curriculum covers swimming, gymnastics, dance, games skills and athletics. We offer a vast range of after school activities which cover sports including table tennis, kwik cricket, multiskills, dance and gymnastics.

SEX AND RELATIONSHIP EDUCATION

The school has an agreed policy on Sex & Relationship Education, the basis of which is to develop self-respect and respect for others. Formal Sex Education is taught in Years 5 and 6. Parents will be informed regarding what will be taught and when by class teachers.

The full policy is available for parents to read at their request.

SCHOOL BEHAVIOUR POLICY

A behaviour policy, which promotes good behaviour, is well established in our school. We believe in approaching behaviour in a very positive way. We expect high standards of behaviour from all our children:

Our Golden Rules are:

- Do be gentle - do not hurt anybody
- Do be kind and helpful – do not hurt people’s feelings
- Do work hard – do not waste your or other people’s time
- Do not waste or damage things
- Do listen to people – do not interrupt
- Do be honest – do not cover up the truth

We recognise and praise good behaviour and achievement and encourage children to be responsible for their own behaviour.

In school, rewards are given for positive behaviour and achievement in all areas of the curriculum. We work in partnership with parents to develop positive attitudes at school and home.

The full policy is available for parents to read at their request.

PHYSICAL RESTRAINT

The Education and Inspections Act 2006, Section 93 clarifies the power of teachers and other staff who have lawful control of pupils to use reasonable force to prevent pupils committing a crime, causing injury or damage or disruption. There are wide ranges of situations in which reasonable force may be appropriate and we anticipate that such incidents will not occur at our school. However, we consider it important to make staff and parents aware of the fact that, if absolutely necessary, staff would use physical restraint, for instance, in a case where there is imminent risk of danger to a child or adult, or where there is a risk of injury or significant damage to property.

HOMEWORK

Homework activities may focus on topic work or on individual lessons taught in the classroom. Reading at home is absolutely crucial. We know that daily reading is vital for the development of fluency. All our children should read at home on a daily basis – even when they are good readers in Key Stage 2.

In Early Years reading activities will focus on books, games, flashcards, sound cards and words to blend.

In addition to topic based homework, Key Stage 2 teachers will expect children to learn tables at home and will send home spellings to learn.

Teaching staff will be happy to discuss any queries with you – in the playground at the end of the school day is the best time

LIAISON

There are strong links with Guildhall Feoffment Pre-school and Nursery and with other Pre-school settings in the town. Liaison with the secondary schools in Bury Schools Partnership will ensure that pupils transferring to King Edward VI Upper School, Sybil Andrews Academy and St Benedicts RC Upper School benefit from the strong links with staff within the Partnership. Efficient and effective liaison ensures that pupil transfers to and from our school are as smooth as possible.

CLUBS

In addition to the curriculum, various clubs are available for children to join. The clubs are run by school staff/parents and other people/businesses. Members of staff and/or parents take these, either at lunchtime or after school. Membership of these groups is at the discretion of the teacher concerned and regular attendance is required. Details of clubs are advised to parents of eligible children as and when they become available. Some of the clubs will incur a charge.

Football Club meets on Saturday mornings at the school field at the Vinefields and the coach is Mr Rob Morgan.

TEACHER/PARENT CONSULTATION

Whilst we encourage dialogue between parents and teachers, we ask that you do this at the end of the school day instead of the beginning. In cases where it is necessary to pass on urgent or important information first thing in the morning, please do so via the school office. Office staff are available from 8.15am onwards.

Formal Parent/Teacher consultation evenings take place once every term and parents are encouraged to discuss their children's progress with the Class Teacher.

LOCAL TRANSPORT ARRANGEMENTS

The responsibility for ensuring that children attend school regularly rests with parents, but the Education Committee has a duty to help with the provision of transport in certain circumstances. In carrying out their duty, the Education Committee may use their own vehicles, private contractors or bus services. Please refer to the Suffolk County Council website for further information.

www.suffolk.gov.uk/education-and-careers/schools-and-support-in-education/general-information/school-transport/

HOME SCHOOL AGREEMENT

We ask parents to sign an agreement, which aims to clarify the partnership between home and school.

BURY SCHOOLS PARTNERSHIP

Our school is an active member of Bury schools Partnership. Our schools work together on improving teaching, developing the curriculum, providing high quality staff training and sharing the expertise already in our schools.

SCHOOL MEALS

A mid day cafeteria service is provided at the School. Meals are cooked on the premises, providing a nourishing, well-balanced, two-course meal of a type which appeals to children. Catering is provided by Vertas. The meal provides a choice of main course and salads are available, followed by a choice of dessert or fruit.

Children in our Early Years (Reception) Classes and those in Years 1 and 2 are entitled to Universal Infant Free School Meals. Free meals are available other to pupils whose parents are receiving certain benefits. To apply it is necessary to obtain a form from the School Office, which then needs to be completed and sent to the Area Education Office.

SKYLARKS CLUB-BREAKFAST AND AFTER SCHOOL CARE

Skylarks Club is run by qualified staff and provides a high standard of childcare from 8am - 8.45am and 3.15pm-6.15pm. The Club provides a wide range of activities such as board games, activity games, dressing up, art and craft and outdoor play. A snack tea is provided in the evening session. Further details are available from Mrs Alexis Chapman.

Skylarks Club is also open during holiday periods.

SAFEGUARDING POLICY AT OUR SCHOOL

It is our statutory duty to safeguard the welfare of our children and thus to report any concerns which we may have to the Social Worker at West Suffolk House. In such cases we would not always be able to consult with parents in the first instance. This policy is also applicable to our extra curricular clubs and activities.

Mrs Herriott is the Senior Designated Official for Safeguarding in school. Mrs Chapman, Deputy Head and Mrs Guy, Attendance Officer are Alternate Safeguarding Leads and Ms Elaine Hammond is the governor with particular responsibility.

FRIENDS OF THE FEOFFMENT

This is our Parent/Teacher Association into which all parents are welcomed.

The Friends promote fund-raising activities to benefit the School and organise social events to foster parent/school relations. Over the years the School has derived great benefits from the Friends.

All parents at our school are "Friends". Events are organised by a committee which meets as appropriate throughout the school year.

PARENTAL RESPONSIBILITY

This is a legal status, which applies to the care of all children. We ask that we are informed of the names of all those with parental responsibility for the children in our school.

What is Parental Responsibility?

All mothers and most fathers have legal rights and responsibilities as a parent - known as 'parental responsibility'.

If you have parental responsibility, your most important roles are to:

- provide a home for the child
- protect and maintain the child

If you have parental responsibility for a child you do not live with, you do not necessarily have a right to contact with them - but the other parent still needs to keep you updated about their well-being and progress.

You are also responsible for:

- disciplining the child
- choosing and providing for the child's education
- agreeing to the child's medical treatment
- naming the child and agreeing to any change of name
- looking after the child's property

Parents have to ensure that their child is supported financially, whether they have parental responsibility or not.

Who has Parental responsibility?

A mother automatically has parental responsibility for her child from birth.

A father usually has parental responsibility if he is:

- married to the child's mother
- listed on the birth certificate

You can apply for parental responsibility if you do not automatically have it.

It will be up to the parent requesting such a change to provide the school with evidence that all parties have consented. It may be necessary for us to make independent enquiries to validate the authenticity of any such evidence, but we will not engage in any disputes.

In any case, we are required to record a child's legal name in our records and will only use an agreed "known as" name for naming books, drawers, coat pegs. All other documents such as School reports, Attendance Certificates etc will be in the child's legal name. This is important as in adult life your child's GCSE and other qualifications will need to match their passport and other identification documents.

We have a duty to have sight of the original birth certificate for all children entering our school, even if they have transferred from another establishment who may have done the same. If this has been mislaid, we will ask you to apply for a duplicate at your own expense.

The procedures outlined above are in place to ensure that the safety of the children in our care. They are approved by the Local Education Authority. Please speak to the Headteacher or Office Manager if you have any queries or concerns.

Recording of "known as" names for children – Safeguarding procedures

We are sometimes asked by parents/carers to record a "known as" name for their child which is different to the legal name stated on their birth certificate.

The position is that we cannot comply with such requests until we are satisfied that everyone with Parental Responsibility for that child has consented. The information below defines what Parental Responsibility is and who has it. This information is available from the gov.uk website

<https://www.gov.uk/parental-rights-responsibilities/what-is-parental-responsibility>

COMPLAINTS PROCEDURES

Schools are required under the Education Act 2002 to have a procedure for dealing with complaints relating to the school. At present all schools in Suffolk have adopted the county council's model procedure. The purpose of the procedure is to resolve complaints brought against Suffolk schools. The procedure explains how to make a complaint and what to expect from the school in response.

Suffolk County Council's school complaints model procedure

The Headteacher and other staff are always happy to hear your views, comments, questions and concerns. We can thus avoid any problem escalating into something more serious.

If a parent / carer had a complaint, they should follow the steps outlined within the policy's informal stage first.

- Parents /carers should feel free to raise their concerns with the class teacher either in person, by telephone or in writing. We are committed to responding as quickly as possible to any issues raised. We will listen to parents concerns and seek to reach a speedy and satisfactory resolution.
- If, after attempting to resolve the issue informally, a complainant remains dissatisfied with the outcome they will need to make an appointment to meet with the Key Stage Coordinator.
- If no satisfactory resolution ensues please write formally to the Headteacher Mrs Herriott, who will arrange to meet with you to discuss your concerns.