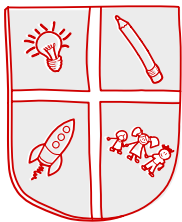




Inspire
Create
Discover
Together



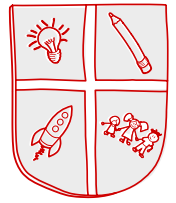
Barrow CEVC Primary School

Inspire, Create, Discover, Together

School Brochure
2023 - 2024



Contents

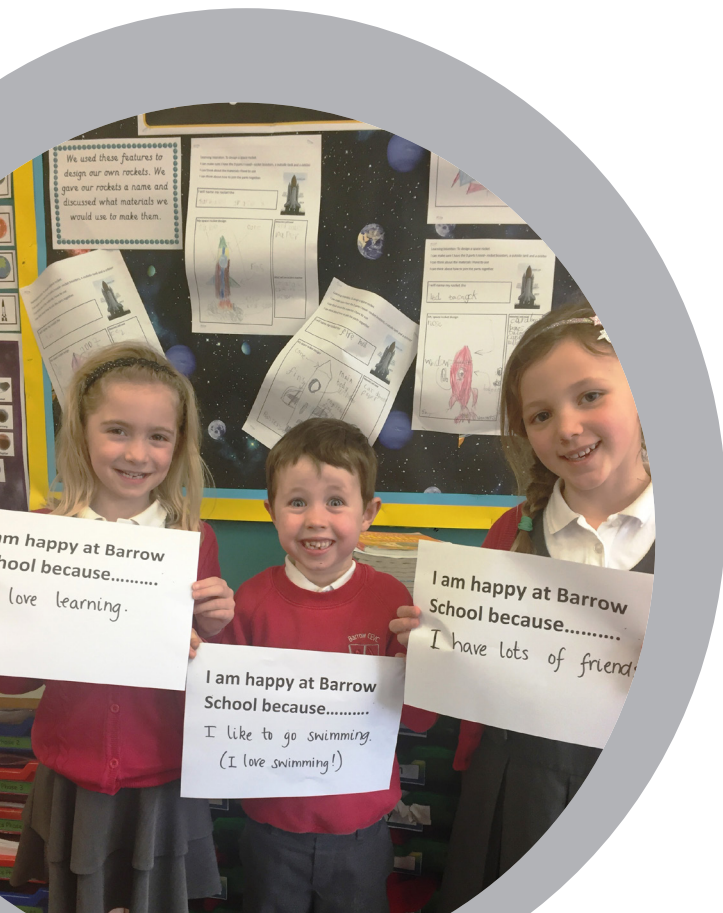


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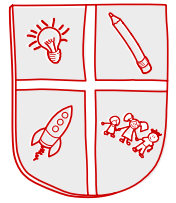


/// The key factor in the school's success is the continuous drive to move the school forward by senior staff and members of the governing body who set very high expectations. This, in turn, is shared by staff who are united in ensuring that all children get off to an excellent start in their learning and do as well as they can throughout the school within an exciting and inclusive learning environment. ///

(Ofsted 2011)



Mission Statement



At Barrow Primary School we **INSPIRE** learners, **CREATE** opportunities and **DISCOVER** the world **TOGETHER**.

With high expectations and Christian values at the heart of our ethos, we **INSPIRE** and value individual, independent learning so that everyone in school is able to be the best that they can be. Placing children at the centre of everything we do, we **CREATE** a strong, life-long learning community of staff and children in our warm and welcoming rural environment. A rich and vibrant curriculum ensures that children **DISCOVER** and develop skills and understanding across a stimulating range of subjects. Our inclusive school community celebrates diversity and works **TOGETHER** with families and the wider community to prepare our children to be positive and active members of society.

INSPIRE

In our vibrant learning environment, our dedicated, motivated and nurturing staff **INSPIRE** the children to become life-long learners and confident, happy individuals.

CREATE

We **CREATE** opportunities and experiences within our safe environment for children to develop their awareness, skills and talents thereby enabling them to discover their unique place in the world.

DISCOVER

Through a broad and balanced curriculum, we encourage the children to **DISCOVER** and develop their strengths and challenge themselves to achieve their full potential.

TOGETHER

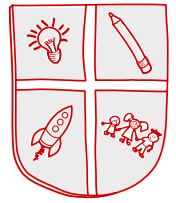
Learning, playing and growing **TOGETHER**, we ensure that the children develop friendships, compassion and understand the importance of respect, tolerance and good behaviour in the school, home and wider community.



This brochure is designed to give you information about our school and its activities. I hope that you will find it useful. This brochure can only give you a small idea of what we try to achieve and so I would encourage you to visit the school and see us "in action". You will be most welcome.

Helen Ashe, Headteacher

Roles & Responsibilities



Leadership Team

Headteacher	Helen Ashe
Deputy Headteacher	Nadine Fairweather
Deputy Headteacher	Lucy Smith
Assistant Head / SENCO	Joanne Woodland

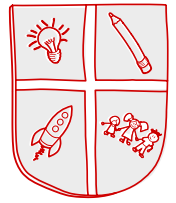
Teaching Staff

Early Years Class Teachers	Nadine Fairweather / Joanne Woodland
Year 1 Class Teachers	Lucy Smith / Julia Rance
Year 2 Class Teachers	Hayley Dean (Julia Rance - 1 day)
Year 3 Class Teachers	Charlie Baker
Year 4 Class Teacher	Nick Keefe
Year 5 Class Teacher	Tom Hale
Year 6 Class Teacher	Bronte Burchell
Class Teacher	Karen Pearce
Class Teacher / Church Schools Leader	Victoria Bush

Support Staff

Early Years Teaching Assistants	Becky McLachlan and Amy Al-Aridi
Year 1 Teaching Assistant	Maria Johnson
Year 2 Teaching Assistant	Laura Corsi
Year 3 Teaching Assistant	Rachel Warford / Nicola Peck / Hayley Houston
Year 4 Teaching Assistant	Alli Kybird
Year 5 Teaching Assistant	Phil Hook
Year 6 Teaching Assistant	Sharon Pells

Governors



At Barrow Primary School, every child's educational and personal development is important to us. As we know from personal experience, all children are individuals. They grow both physically and emotionally at different rates. As a small village school, we are able to take an individual approach to each child's education.

We also pride ourselves on having a relaxed caring 'family' atmosphere in the School with the learners showing caring behaviour not only to their classmates but also to older and younger members of the school.

Sarah Wightman – Chair of Governors

Parent Governors

Sarah Wightman – Chair of Governors
Matt Bowe

LEA Governors

Andrew Wilson - Vice Chair

Staff Governors

Helen Ashe - Headteacher
Nick Keefe - Teacher

Community Governors

Chris Young
John Gadd

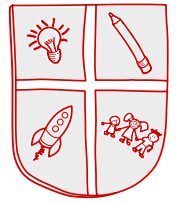
Foundation Governors

Joanne Woodland
Rev Lynda Sebbage

/// This is a welcoming and nurturing Christian family environment which is underpinned by Christian values, such as compassion and trust. Highly skilled and experienced staff meet the needs of individual pupils so they grow in confidence and achieve well within this church school. The beliefs and values leader ensures that the school's Christian character permeates all school life. Inspirational collective worship follows the pattern of gathering, engaging, responding and sending and involves and enriches the whole of this church school community. ///

(SIAMS 2016)

Pre-school and admissions



Pre-School Partnerships

The school enjoys excellent relationships with local preschool and nursery settings in the local area. Staff liaise on a regular basis and pupils use our facilities and attend special events, such as the Christmas production.

Starting School

All children who are four years old by 31 August 2023 will be offered a full time place in a school reception class starting from September that year. This is in accordance with the Suffolk County Council's Admissions Policy.

All places for the Early Years/Reception Class have to be applied for. The School will send out admission forms and the school brochure by the end of November upon request. Admission forms have to be returned by January for admission the following September.

The contact tel. no. for the County Admissions Team is 0845 600 0981.

Transition

When parents are offered a place for their child, they are invited to sign up on our virtual learning platform called Google Classroom. Transition information will be shared via this platform and videos of staff and virtual tours of the school will be available to view.

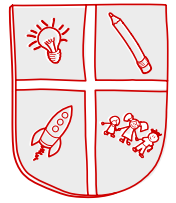
As part of the transition, parents / carers will be invited to attend an information evening in the Summer Term before their child starts school. Here, they can meet the Headteacher, class teacher and other school staff, find out more about school routines, discuss any issues or concerns that they may have about their child starting school.

The Early Years Class team arranges visits for the children in the Summer term before they start school. These visits help the child become familiar with their new surroundings through socialisation and play. They will have the opportunity to meet children from other playgroups and nurseries, who will be starting school at the same time.

We provide parents with a 'Welcome' pack which contains useful information for both parent and child.

We aim to provide a smooth, enjoyable transition to starting school for both parents/carers and the children.

The School Day

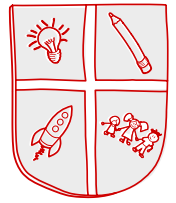


- 8.40 am **School doors open**
- 8.50 am **Start of morning session**
- 10.30 am **Assembly**
- 10.45- 11.00 am **Playtime**
- 11.00 am **Second session**
- 12.00 noon **Lunch break Key Stage 1**
- 12.15 pm **Lunch break Key Stage 2**
- 1.00 pm **Start of afternoon session**
- 3.10 pm **End of the School day.
Parents/carers collect
children from the rear
playground**



Your child will need a book bag that can be purchased on line with the school uniform. The book bag is brought to school each day with various items including reading book, home/school reading diary and water bottle.

Uniform



School Uniform

- Black or grey trousers/skirt/pinafore/shorts
- White polo shirt
- Sensible shoes, not high or sling back, preferably black
- Red sweater or cardigan*
- Red and white gingham dress- summer weather
- Socks, plain black, grey or white
- Tights, Plain Grey, Black or Red (No patterns).

*Fleece/sweatshirt/cardigan with the School logo can be purchased on line through a link on the school website. A range of samples are available, that can be tried on prior to purchase. Wellington boots are very useful for playtimes and outdoor learning.

General Appearance

Only one pair of small stud earrings may be worn; these must be covered or removed for PE and swimming. Your child may also wear a watch. No other jewellery is permissible.

Nail varnish is not permitted and hair should be of natural colour and in smart style suitable for school (not shaved with clip patterns).



PE Uniform

- Plain black shorts
- Plain black jogging bottoms
- Plain red T-shirt
- Plimsolls or trainers for outdoor PE
- Swimming kit - one piece swimming costume/ trunks and swimming hat for all children.

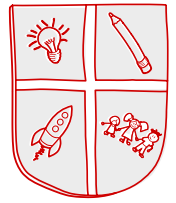
All items of uniform need to be named with sewn labels or written with permanent pen. PE kit needs to be kept in a PE bag.

PE Shirts, Shorts and Bag with logos can be purchased via the following link:

www.price-buckland.co.uk



Absence and Travel



Absence

If your child is ill please notify the school by telephoning if at all possible, and on each consecutive day. We operate a 'first day calling' system, i.e. if we have not been notified of a reason for absence by 9.30am we will telephone the child's parents to find out the reason why the child is not in school.

Non urgent appointments such as dental inspections and routine medical examinations should be arranged to take place after school hours.

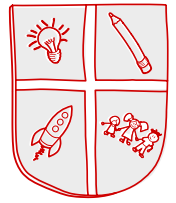
We would always encourage you to try to avoid taking your child out of school as any absence is disruptive to their learning. Holiday absences during term time are not authorised unless in exceptional circumstances.



Travel

In the interests of safety, if you travel to and from school by car, we would be grateful if you would use the village hall car park near to the school.

We have an active travel policy and like to encourage pupils to walk or cycle to school where possible.



Principles and Ethos

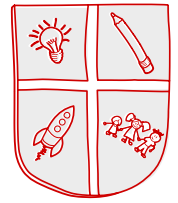
At Barrow Primary, we believe in a personalised approach to teaching and learning. We take our definition of this from the report of the 'Teaching and Learning in 2020 Review Group': "personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning."

As a school, we believe in giving our children the opportunity to develop their full potential as confident, resilient, reciprocal, resourceful and reflective learners. We aspire to create optimum conditions for all children to be able to fulfil their full potential.

We believe children learn best when . . .

- they feel happy, safe, secure, confident and valued.
- their surroundings are lively, stimulating and interesting
- they have access to a range of appropriate resources
- they have entitlement and access to the full range of the curriculum irrespective of ability or disability, social background, culture or gender
- they have time to reflect and talk about their experiences
- they know they are making progress and are able to celebrate their achievements
- they have opportunities for practical, relevant exploration of ideas
- they are able to work collaboratively as well as independently
- they know what is expected of them and how they can improve and make progress
- they have opportunities to think critically and creatively
- they are encouraged to listen, watch, concentrate and question
- classroom activities provide appropriate challenges; matched to their individual needs
- learning is relevant to them and their lives in the wider community
- their curiosity is celebrated and acted upon
- their efforts are valued
- learning is enjoyable and challenging





Our Curriculum Intent

Everything starts with the child and how we as professionals can craft a learning environment for them which nurtures their mind, body and soul to develop a happy, healthy and well-rounded citizen of the world – a child who can live and enjoy life to the full.

Our curriculum provision has been developed with a clear intent to:

- Provide a broad and balanced programme of study that meets the needs of all of our children.
- Enable all of our children to make progress in their learning and achieve their full potential
- Support the acquisition of knowledge and vocabulary
- Promote good behaviour and safety
- Support children's spiritual, moral, social and cultural development

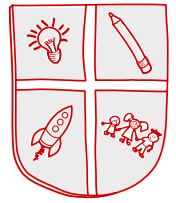
A Knowledge-based Curriculum

Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and purposeful play. The statutory National Curriculum is taught across Key Stages 1 and 2 through a range of evidence based curriculum resources and approaches.

Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum inspired by current research on how memory works, to ensure that children are taught in a way in which they can remember the content in future years. We make use of knowledge organisers (which are sent with each key unit) to ensure children know exactly which information is expected to be learned over the course of their topic.

We work closely with Unity Schools Partnership, our local research school and the Unity Teaching Hub to support our practice. We have adopted Curriculum with Unity Schools Partnership (CUSP) as our central curriculum strategy and this outlines core content in a spaced and interleaved sequence for History, Geography, Science and Art. This is made up of a long term sequence that is supported by evidence-led learning modules and high-quality teaching resources that clearly outline what pupils should know, be able to do and remember at key points in their Primary education.

We also deliver CUSP Reading and CUSP Writing as the basis of our English curriculum. It is an evidence informed, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.



Our Big Ideas

We also believe that our children deserve and need us to provide more than just the National Curriculum. Life has so much more to offer and our children have so much more to learn and experience. With this in mind we worked to prioritise the things we wanted our children to experience during their time with us. We have, therefore, developed a set of 'big ideas' for our curriculum which we believe support us in meeting the needs of our pupils. These big ideas relate to:

- the needs of our children here at Barrow
- the needs of our wider community
- the values of our school
- the location of our school



At the core of our big ideas are Identity, Connection, Legacy, Adventure, Imagination and Possibility. These are at the heart of each topic and the themes develop coherently throughout the school year. We use these drivers alongside our values programme to underpin the development work we undertake in all areas of school life and to ensure that our curriculum offer is enriched and personalised to our children and their families.



Adventure



Possibility



Legacy



Imagination

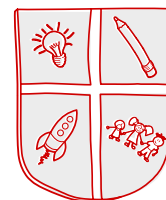


Identity



Connection

For more detailed information on our curriculum content please visit our website.



English at Barrow

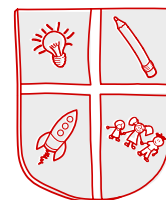
At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing.

Reading

Our Reading curriculum is deliberately designed to be aspirational, ensuring that every child leaves our school as a competent, confident reader. Pupils receive a daily diet of excellent reading teaching, supplemented by regular opportunities to engage with shared reading experiences and weekly library visits, promoting the joy of reading with the whole school community. Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In Reception, we aim to expose children to a range of books that not only develop a love of reading, but have been specifically chosen to develop their oracy, vocabulary and comprehension. Pupils in Reception and Key Stage 1 receive daily phonics sessions in which they are taught the sounds letters make and how to blend sounds together to read words.

Writing

Our writing curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. Within our writing curriculum, punctuation and grammar is taught both directly and discreetly with pupils. Vocabulary is taught alongside with direct and explicit teaching. In Reception, pupils are encouraged to develop gross and fine motor skills which support writing development. Mark making is encouraged right from the start of Reception year and pupils are exposed to a wide variety of mark making techniques. We encourage pupils to talk about the marks they make in order to realise that marks have meaning.



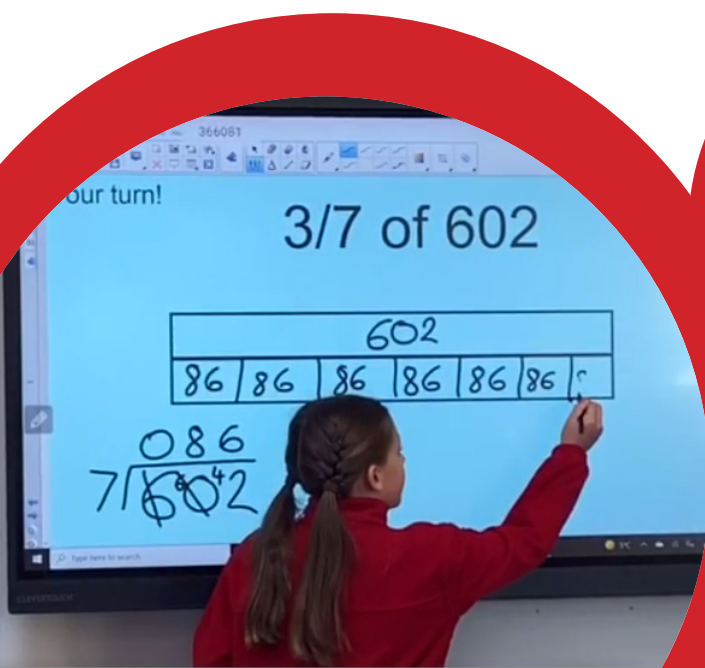
Maths at Barrow

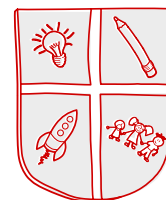
Maths at Barrow is taught using a mastery approach, which has number at its heart. Within our curriculum, a large proportion of time is spent reinforcing number to build competency, supporting the ideal of depth before breadth. The basis for our teaching is the use of a Concrete-Pictorial-Abstract approach.



When introduced to a new concept, children should have the opportunity to build competency by going through the stages to embed understanding: Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing. Pictorial – alongside this, children should use pictorial representations. These representations can then be used to help reason and solve problems. Abstract – both concrete and pictorial representations should support children’s understanding of abstract methods.

In the Early Years children learn about maths through play and their daily experiences; at Barrow we ensure these experiences are meaningful and hands on. Our learning environment, both indoors and outside, is full of mathematical opportunities and has exciting things for children to explore, sort, compare, count, calculate and describe. We support our children to be creative, critical thinkers, problem solvers and to have a go!





Educational Trips

Regular opportunities are given for pupils to go with staff on both day trips and over night residential visits. All contributions to help cover the costs of these outings are on a voluntary basis but should insufficient contributions be received, it may be necessary to cancel a visit. Parents will be notified of these visits well in advance.

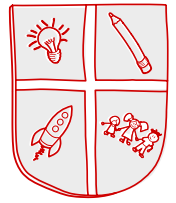
Special Educational Needs

The identification of children with special educational needs is a continuing process in schools. Following early identification and assessment within the school, and taking advice, where necessary, the Local Authority (LA) assesses those Suffolk pupils who may require special educational provision. The LA provision may be made in a number of ways; by funding additional resources to enable a pupil to cope in a mainstream school, attendance at special classes or units/schools.

Helping children with Special Educational Needs is very much a joint effort between parents, children, teachers, and the Local Authority; we aim to work together to provide the support needed.



Pupil Outcomes



Recent Early Years Data

- 2019 - **80%** achieved a GLD. (National 72%)
- 2022 - **70%** achieved a GLD. (National 65%)

Year 1 Phonics Screening Check

- 2019 - **90%** achieved expected level. (National 82%)
- 2022 - **97%** achieved expected level. (National 76%)

Year 2 Data

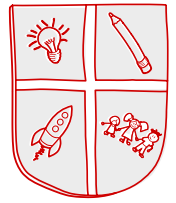
	% working at expected level		% exceeding expected level	
	Barrow	National	Barrow	National
2019				
Reading	79	75	40	25
Writing	71	69	33	15
Maths	79	76	36	22
2022				
Reading	79	75	40	25
Writing	71	69	33	15
Maths	79	76	36	22

Year 6 Data

	% working at expected level	
	Barrow	National
2022		
Reading	80	74
Writing	73	69
GPS	73	72
Maths	87	71
RWM	73	59

Figures in **red bold** illustrate where school figures are above national levels.

Barrow school achieves high standards in academic results compared to other schools both locally and nationally. Other in-school assessments help staff and parents track children's progress. Support is arranged for those children not making expected progress.



Safeguarding Leaders

We take safeguarding very seriously at Barrow School. If you see or hear anything that you are concerned about, please let us know.



Mrs Jo Woodland

Senior Designated Person
01284 810223



Mrs Helen Ashe

Alternate Designated Person
01284 810223



Miss Nadine
Fairweather

Alternate Designated Person
01284 810223

Telephone Numbers:

Chair of Governors: Mrs Sarah Wightman

Children Services:

Customer First 0808 800 4005

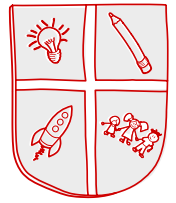
Local Area Designated Officer 01473 263 122

LADOCentral@suffolk.gcsx.gov.uk

Suffolk Police Main Switchboard 01473 613 500 or 101

In an emergency call 999

Pastoral Support



Our Pastoral Support Team gives help and support to pupils as well as providing information, advice and guidance to staff, parents and carers.

Our aim is to identify any concerns or issues at the earliest possible opportunity and remove any barriers to learning which may be preventing our pupils from reaching their potential. We pride ourselves in knowing our young people well and working alongside the teaching and support staff in the school. We aim to develop positive relationships with the children and their families to foster trust and respect for the duration of their time at Barrow School. We respond as quickly as possible to any issues and ensure that difficulties are discussed and resolved in the best possible way.

The Pastoral Support Team at Barrow School commonly offers help and support in the following areas:

- Emotional help and behaviour support
- Academic support
- Peer support
- Links to external agencies when needed
- Inclusion Lead drop in sessions
- Parent workshops on sleep, positive behaviour etc.
- SENCO surgeries for parents

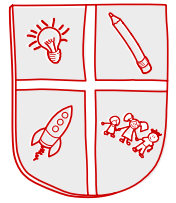
Who gives Pastoral Support?

The pastoral system is the responsibility of the Assistant Headteacher who oversees all staff working in this context with our pupils. The Class Teacher is always the first point of contact for parents/carers regarding any concerns or issues. The Pastoral Team itself are all experienced professionals and have encountered many of the experiences that young people may be affected by, so hopefully this will make that initial conversation easier for you. Our team has many years of combined experience working with young people and providing academic and emotional support in a variety of ways and are dedicated to find the most successful path for our pupils.

The pastoral staff know the pupils in the school extremely well and continuously monitor their progress in all aspects of school life. For any pupils causing concern, referrals for support and intervention can be made by the pastoral support team, classroom teachers, parents/carers and support staff through.

How do Parents/Carers contact the Pastoral Service at Barrow Primary School?

To discuss ways in which we are able to help, you can contact the Class Teacher or Jo Woodland, our Pastoral Lead. Appointments can be made via the school office in person or by calling 01284 810223



Barrow EXTRA - Before & After School Club

Our breakfast and after school club at Barrow School is known as 'Barrow EXTRA'. This provision is open to all children at Barrow from Reception to Year 6, during term time.

We aim to offer to our children and parents quality care in a safe, stimulating and friendly environment in which the children's personal, social and educational development can flourish.



Barrow Extra is open 5 days a week and run directly by the School. The club follows the same general principles and policies as during the school day and is accountable to the school governors.

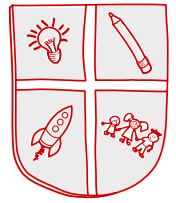
The children are provided with a light breakfast in the morning and a healthy snack after school. You can find details of our session timings and costs on the school website. Places need to be booked advance. Bookings can be made on a regular contract using our online booking and administration system, KidsClub HQ. Everyone wishing to use Barrow Extra will need to register via the website link below before any bookings can be made.

<https://barrowcevc.kidsclubhq.co.uk/cust#/auth>

Our usual after school activity clubs continue to run from 3.15pm–4.00/4.30pm and will need to be paid for separately if the club is run by an external provider, such a Premier Sport. We will ensure that children are escorted from an after school activity club to Barrow Extra if required.

Places for Barrow Extra are allocated on a first come, first served basis. Priority for the following term will always be given to existing members of the club to ensure consistency and security of provision for children and parents.

We are very pleased to be able to offer this extended school provision for our parents and hope that this will really support our families. Please do contact the school office if you have any further questions or queries.



School Clubs and Extra Curricular Activities

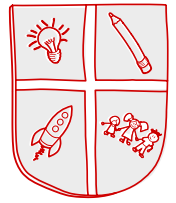
We believe that school is not the only place where children can learn and that teachers are not the only people who can help children's learning to develop. Therefore, we offer an extensive range of clubs after school, that we encourage the children to take part in.

Last year, the following clubs were held:

- Drama club
- Ukelele
- Football
- Table tennis
- Cooking
- Water volleyball
- Dance club
- Knitting club
- Art club
- Singing club
- Running club
- Piano lessons
- Guitar lessons
- Lego Maths
- Drum lessons
- Bushcraft
- Gardening
- German
- Boomwhackers



Working Together



Home and School Working Together

We encourage strong links between home and School. Parents / carers are made to feel welcome in School and a large number support the School. Volunteer help with activities such as listening to children read, helping with art, swimming and computer activities is greatly appreciated. An enhanced disclosure from the DBS is obtained for all regular visitors.

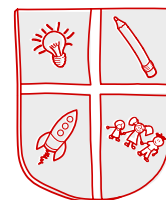
Newsletters are written at regular intervals to keep parents / carers informed about the whole life of the School. In addition information is shared with parents/carers through our parent email, text systems and Google Classroom platform. Our School website is another valuable means of communication between home and School. This is updated on a regular basis. Parents / carers are invited to Parents Evenings, Open Afternoons/Evenings, Curriculum Evenings, church services, discovery cafes, assemblies and special events such as the Christmas Production.

A home school agreement is included in our welcome pack. This will need to be signed and returned to school at the start of term.

The teachers at the School are very approachable and genuinely share an interest in your child. They are always prepared to listen to any concerns which you may have. If there is a problem, in the first instance please speak to the class teacher. If it isn't resolved, you should contact the Headteacher, who will try to achieve a satisfactory outcome, informally. If the problem remains unresolved after this, the Governors have set out procedures to deal with this.

A selection of school policies is available on the website. Other policies are available on request from the office.





Home Learning

Children are encouraged to read at home each evening; parental/carer support and encouragement is vital. Each year group teacher provides an appropriate level of home learning activities for pupils through our Google Classroom platform. The Yr 1-6 children bring home mathematics reinforcement exercises and may need to research a new topic.

Friends of Barrow School (FOBS)

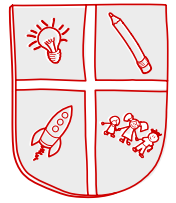
We have an enthusiastic group, who meet regularly to discuss ways in which they can support the School. Fundraising events are organised, which are both enjoyable and profitable. Recently FOBS paid for the children to visit the pantomime, purchased new resources including laptop computers and fund the running costs for the swimming pool. We encourage all families to take part in a range of social activities. New ideas are welcomed and these can be shared with FOBS members or the headteacher.

Our FOBS have raised funds for the swimming pool, reading books, play equipment and to support activities that enrich the curriculum.

Behaviour

We expect our children to develop respect for themselves and others. Each child is encouraged to develop a caring, responsible attitude, which reflects an understanding of the needs of others. We expect them to develop self-control and be responsible for their actions and understand the effect their actions have on others.

A leaflet explaining our Behaviour Policy is available on the website and from the School.



Community Links

The School uses Barrow village to support geographical and historical learning. Members of the community are invited regularly into the School to talk to the children about their roles.

The children use the local area and businesses to support their learning in science. The community are invited into School to enrich our History topics and to demonstrate the link between the past and present.

Other members of the wider community have visited school to share their jobs and hobbies.

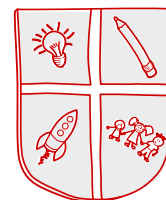
Swimming Pool

The school has its own swimming pool, which is used by the pupils, throughout the year for swimming lessons, taught by a qualified swimming teacher. The pool is also used by the wider community. E.S.A, a local swimming academy, use the pool for the teaching of individual and small group swimming lessons out of school hours. A local infant swimming school, Water Babies, provide swimming lessons for babies and toddlers during term time. The pool is also available for families to hire for a small charge.

Barrow Bear Cubs

Barrow Bear Cubs is a parent and toddler group run by the school. The group meets once a week and offers the wider community an opportunity to spend time socialising with other local families as well as meeting Reception staff and becoming familiar with the school.





Church

We are a Church of England Voluntary Controlled School. This has important implications for the general ethos of our School. The children use the church to enhance other areas of the curriculum, such as Geography, History, Art and, of course, RE.

Spiritual, Moral, Social and Cultural Education (SMSC)

Spiritual, moral, social and cultural aspects of learning are highly valued at Barrow. We ensure that this is a consistent aspect of children's learning through the use of a weekly bulletin of activities linked to the values program. This provides each class with a rich and developed understanding of how the value relates to them as an individual and to wider society.

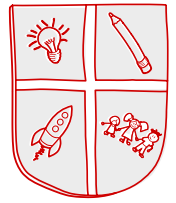
The 'British Values' which we particularly focus on in school are:

- Tolerance
- Democracy
- The Rule of Law
- Mutual respect
- Individual Liberty

With our SMSC, Beliefs and Values, Christian Ethos and British Values aspects all active in the curriculum, children are given lots of time beyond the purely academic aspects to explore what it means to be a person in today's world and gain a confident sense of self.



Next Steps



Suffolk County Council Children and Young People's Services Directorate

Key contacts are:

Director for Children and Young People

Alan Cadzow
Suffolk County Council, Endeavour House,
8 Russell Road, Ipswich
IP1 2BX

Telephone: 08456 066 067

Email: cyp@suffolkcc.gov.uk

Web: www.suffolk.gov.uk/cyp

Western Area Education Office,
West Suffolk House,
Western Way,
Bury St Edmunds
IP33 3YU

Telephone: 01284 352000

Please note: all information in this brochure is correct at the time of printing.

