
School Prospectus 2025/26



**BLOFIELD PRIMARY SCHOOL
PLANTATION ROAD
BLOFIELD
NORWICH
NR13 4PL**

Tel: 01603 713386

E Mail: office@blofield.norfolk.sch.uk

School website: www.blofieldprimary.co.uk

Blofield Primary School Values:
Aspirational, Resilience, Kindness

Blofield Primary School

North Street
Blofield
Norwich
NR13 4RH



Headteacher: Mrs. Vicky Buxton

Tel: 01603 713386
e-mail: head@blofield.norfolk.sch.uk

September 2025

Dear Parent

Blofield Primary School is a caring and friendly school in which every member of the school feels safe, is valued and treated with respect.

Our aim is to provide an education which will enable all children to excel, so that each child may ultimately lead a rich and satisfying life and contribute warmly to society. Crucially, children will develop to become independent and resilient learners, recognising and overcoming barriers to achieve.

We aim to create an environment which is purposeful, friendly, creative and co-operative, where each child's individual abilities are maximised and where they grow to appreciate the pleasure of learning in its widest sense and to care for others in their school and wider community.

The 'Blofield Values' of Aspirational, Resilience and Kindness underpin everything we do. Our staff and Governors are fully committed to ensuring that every member of the community feels valued, cared for and has the opportunity to excel.

For further information on the school please visit the school website: www.blofieldprimary.co.uk. If you have any queries please contact the school office who will be happy to help: email: office@blofield.norfolk.sch.uk or telephone 01603 713386.

Yours sincerely

Mrs Victoria Buxton
Headteacher



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GOVERNOR MEMBERSHIP FOR THE ACADEMIC YEAR 2025/26

Mr K D’Rosario (Chair)	Co-opted
Mr P Culley-Barber (Vice-Chair)	Local Authority
Mrs V Buxton	Headteacher
Mrs S Barber	Co-opted (staff)
Miss A Srokowski	Staff
Mr A Brumpton	Parent
Mr J Bower	Co-opted
Mrs J Reynolds	Co-opted
Mrs C Petley	Co-opted
Mrs F Powell	Co-opted
Mrs R Spaans	Parent

Mrs H Paterson	Clerk
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THE STAFF TEAM – SEPTEMBER 2024

Mrs V Buxton
Mrs S Barber

Headteacher
Deputy Headteacher

TEACHING STAFF:

Miss L Tims	Reception	EYFS & Diversity Lead, Music Curriculum Lead, Religious Education Curriculum, alternate DSL,
Mrs E Coates	Class 1	Special Educational Needs & Disabilities Co-ordinator/Alternate Designated Safeguarding Lead, PSHE (Inc PATHS & RSE)
Mrs S Barber	Class 2	Deputy Head, DSL, Science & Art Curriculum Lead
Mrs L Mundford	Class 2	Design & Technology Curriculum Lead
Miss A Srokowski	Class 3	English & EAL Curriculum Lead
Mr J Hansen	Class 4	Computing Curriculum Lead and assisting Maths Curriculum Lead
Mrs K Tivey	Class 5	History and Geography Curriculum Lead and Educational Visits Lead, Senior Mental Health Lead
Mrs E Taylor	Class 6	Mathematics and PE Curriculum Lead / Overall Curriculum Leader
Mrs G Snape	Forest School	Outdoor Learning Curriculum Lead
Mr C Stocker	P.E.	P.E. Curriculum Lead
Mrs C Moore	Music	Music Curriculum Lead
Mrs A Pandit	Languages	Modern Foreign Languages Curriculum Leader

SUPPORT STAFF: *Midday Supervisor (MSA), Learning Support Assistant (LSA), Higher level Teaching Assistant (HLTA)*

Mrs S Culley-Barber	Teacher Assistant / Senior MSA / Breakfast Club
Miss R Ellis	Teacher Assistant / MSA
Mrs S Fulcher	Teacher Assistant / Librarian
Mrs D Jeary	Teacher Assistant / MSA / Breakfast Club
Mrs J Keeble	Teacher Assistant / MSA
Mrs J Ladbrooke	Teacher Assistant / MSA
Mrs Z Mathews	Teacher Assistant / MSA / Cover Supervisor
Mrs D McCluskey	Learning Support Assistant / MSA
Mrs D Patterson	Teacher Assistant / MSA / Breakfast Club
Mrs G Snape	Teacher Assistant / Forest School Lead / MSA
Miss M Kidd	LSA / MSA
Mrs S D’Rosario	School Business Manager / Breakfast Club
Mrs A Chamberlain	Secretarial Assistant / MSA
Mr N Woodards	Caretaker / Cleaner
Ms G Hall	Choir Assistant / MSA / Breakfast Club / Cleaner

KITCHEN STAFF:

Mrs C Buckley	Cook
Mrs S Page	Kitchen Assistant
Mrs K O’Mahoney	Kitchen Assistant

OUR VISION

Blofield Primary School aims to provide an education which will enable all children to excel,



so that each may ultimately lead a rich and satisfying life and contribute warmly to society. Crucially, children will develop to become independent and resilient learners, recognising and overcoming barriers to achieve. We aim to create an environment which is purposeful, friendly, creative and co-operative, where each child's individual abilities are maximised and where they grow to appreciate the pleasure of learning in its widest sense and to care for others in their school and wider community.

We do this by:

- Providing a rich, diverse and engaging curriculum relevant to the needs and interests of the children at Blofield Primary School in the 21st century
- Creating a positive, stimulating and safe learning environment throughout the school
- Recognising the unique skills of every individual in the school, and working skillfully to maximise them
- Ensuring that children have every opportunity to develop their core skills of reading, writing and mathematics
- Insisting upon high expectations of behaviour for all at all times
- Encouraging children to learn from set-backs and successfully overcome them, whether academic or social
- Carefully tracking, discussing and reflecting upon the progress of each individual child throughout their time in school
- Welcoming equally all members of our school community, and being open and empathetic with them and drawing upon their expertise and support to help our children

BLOFIELD VALUES



The 'Blofield Values' of Resilience, Aspirational and Kindness underpin everything we do. Our staff and Governors are fully committed to ensuring that every member of the community feels valued, cared for and has the opportunity to excel.

CURRICULUM AIMS

- ✓ To read fluently and accurately, with understanding, feeling and discrimination.
- ✓ To develop a legible style of handwriting and high standards of spelling, grammar and punctuation.
- ✓ To communicate clearly and confidently in speech and writing.
- ✓ To listen attentively and with understanding.
- ✓ To learn how to acquire information from various sources.
- ✓ To apply numeracy skills with speed and accuracy.
- ✓ To understand the applications of mathematical ideas in various situations.
- ✓ To observe living and inanimate things and to recognise characteristics such as pattern and order.
- ✓ To master basic scientific ideas, investigate solutions and interpret evidence.
- ✓ To gain confidence in the use and application of Information and Communication Technology.
- ✓ To develop awareness of self and sensitivity to others, acquire a set of moral values, the confidence to make and hold moral judgments and develop habits of self-discipline.
- ✓ To introduce the use of a modern foreign language to enable pupils to develop the skills needed for language learning as well as 'the basics' of that language.
- ✓ To be aware of the historical, geographical and social aspects of the environment.
- ✓ To acquire sufficient control of self or of tools, equipment and instruments to be able to use music, drama, art and design technology as a means of expression.
- ✓ To develop agility and physical co-ordination, confidence in and through physical activity and the ability to express feeling through movement.
- ✓ To develop the skills and attitudes necessary to participate, and be successful, in competitive sports.
- ✓ To help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to task and physical skills.
- ✓ To develop a greater awareness of ecological issues and care for the environment.
- ✓ To use learn from and through the outdoors in a range of curriculum subjects.

ADMISSION POLICY

Our aim is to settle the children in the school environment as quickly and happily as possible and to enable staff to plan for the smooth running of the whole class throughout the year. Children are admitted in the September prior to their fifth birthday. Our admission arrangements can be found on the school website.

“Children get off to flying start in the early years. They quickly learn what is expected in terms of behaviour. They develop strong basic skills in reading, writing and mathematics and consequently are well prepared for Year 1.” (Ofsted Report March 2019).

ARRANGEMENTS FOR PARENTS TO VISIT THE SCHOOL

If you are considering enrolling your child at Blofield Primary, we would encourage you to view the school during our open day or by appointment at a mutually convenient time. All new parents are invited to attend a meeting with the Headteacher and key staff at the end of the summer term. Parents who already have children at the school are very welcome to speak to the teachers after school hours or the Headteacher during school hours. An appointment should be made with the school secretary.

SUPPORT FOR PARENTS

During the year, we encourage parents to take up the opportunities listed below to liaise with the class teachers and discuss their child's progress:

- Parent/Teacher consultations Autumn term to discuss children's learning in new class with particular focus on targets set by previous teacher in end of year report.
- Meetings are held with a curricular bias as the need arises e.g. maths, e-safety, assessment, forthcoming field trips etc.
- Parent/Teacher consultations Spring term to discuss progress, areas for development and plans for the future.
- End of the Summer term – Parent/Teacher consultations as requested to discuss annual reports and SAT results (Y2 & Y6).
- Written reports are made on all pupils at the end of each school year.

SAFEGUARDING



The school takes its responsibilities regarding safeguarding of children very seriously. We have a safeguarding policy which all staff and adults know to follow and a designated person responsible for child protection teacher who leads on our compliance with procedures laid down by the Norfolk Local Safeguarding Children's Board in order to keep children safe from all forms of abuse and harm. All staff are given regular safeguarding training. All staff are recruited following 'safer recruitment' guidelines by trained governors. All staff, governors and regular volunteers at the school are required to undertake a full Disclosure and Barring Service check and to follow the safeguarding policy and other policies relating to protecting children. If you have any concerns regarding the safeguarding of the pupils at the school please speak to Mrs S Barber, Designated Safeguarding Lead, Mrs D'Rosario, Mrs Coates, Miss Tims Alternate Designated Safeguarding Leads, or Mrs. Buxton, Alternate Designated Lead. If you would prefer to speak to the school's safeguarding / child protection governor please contact the school office.

ORGANISATION OF EDUCATION WITHIN THE SCHOOL

There are three stages of education at Blofield School.

- a) Foundation Stage (Reception class).
- b) Key Stage 1 (Years 1 and 2).
- c) Key Stage 2 (Years 3, 4, 5 and 6).

Our pupils are aged between 4 and 11 years and are organised into one class per year group. At the end of Key Stage 2, pupils transfer to a high school of their choice. Thorpe St Andrew High School is the local 'catchment' high school. We recognise that each child is an individual and therefore has individual needs. Teachers plan work that is individually or group matched to children's ability so that each child can make the best progress possible with their learning.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Our teachers are experienced in supporting more able pupils as well as those with special educational needs and disabilities. Where necessary the Headteacher is consulted and special arrangements are made internally or, following discussion with the child's parents, with outside sources of support, such as an educational psychologist. Children who have

special needs are given additional support to maximize learning under the overall direction of the Special Educational Needs Co-ordinator working alongside the class teacher and additional support services. The SEND policy is available from the office and on the school website along with the local offer to families under the Children and Families Act 2014.

“Pupils with special educational needs and/or disabilities (SEND) are well supported. Plans identify what will help them to achieve highly. This means they receive support to access the same learning as their peers. Some pupils with SEND enjoy learning in a small group. This helps them achieve their individual targets”. (Ofsted Report June 2024)

THE CURRICULUM



The curriculum is the entire range of activities and learning which take place in our school for the benefit of the pupils. We plan lessons that are individually or group matched to each child’s ability, taking account of their personal needs and ensuring that the best possible progress is made. Pupils in Key Stage 1 and Key Stage 2 learn through a subject based curriculum. English and mathematics are taught in dedicated daily lessons, with links being made to other areas of the curriculum. Subjects include English, Mathematics, Science, Computing, R.E, History, Geography, Art, Design Technology, Music, Modern Foreign Language (Years 2 - 6 only) and Physical Education and Personal, Social and Health Education.

“Pupils achieve well in this nurturing school. They delight in the many and varied outdoor activities that enrich their learning. The wide range of sports clubs widens pupils’ interests and talents. They are proud to represent their school in inter-school sports competitions. Pupils develop resilience and character during trips. They enthuse about exciting new activities, such as abseiling and archery” (Ofsted Report June 2024)

English

High priority is attached to communication - speaking and listening; reading and writing. A phonics approach is used when children start school which teaches the different sounds and the corresponding letter representations; the beginnings of reading and writing. We believe that reading is the key to success and underpins children’s access to the curriculum; it clearly impacts on their achievement. The school uses Little Wandle Letters and Sounds Revised, this is a complete systematic synthetic phonics programme. We prioritise the teaching of phonics; we teach phonics daily in Reception Class and Year 1. Our consistent approach to phonics ensures that children are given the best possible foundation for reading, writing

and language skills. On-going assessment of children's progress takes place and the books children read in school and take home to read are fully decodable and matched to children's secure phonics knowledge. As well as fully decodable books, children take home a non-decodable book for sharing that can be either read to or with them. These books play an essential role in developing a love of reading; an important distinction is that these books are being shared with the children, but they are using fully phonically decodable books to practice their independent reading. This system of sending books appropriate to children's reading age home continues throughout the school and this partnership with parents is vital to children's reading success. A reading record enables communication between home and school on this issue. Writing for different purposes and audiences also develops throughout the school along with the technical skills of spelling, punctuation and grammar. Increasingly writing is linked to work in other subject areas to give it a 'real' and interesting focus. Opportunities for speaking and listening are built in across the curriculum too, from class assemblies in Reception right through to end of year productions and project talks in Key Stage 2. Children who are struggling with any aspects of English are identified early and specific interventions are put in place to help them make progress and catch up with their peers.

"Pupils develop a love of reading. Well-trained staff teach phonics daily from reception. The books pupils read match the sounds they already know. This helps them become confident, fluent readers" (Ofsted Report June 2024)

Mathematics

The mathematics programme is designed to develop understanding, confidence and accuracy in maths. All classes have a daily Mathematics lesson involving whole class, group and individual activities. As with English, the skills and knowledge required to be successful in mathematics are 'built up' throughout the school. Teachers plan work to provide a well differentiated and balanced approach to Mathematics throughout the school. Each area of mathematics (problem solving, number, shape, space and measure, handling data, calculation) is explored by children and revisited over time to ensure progress in each area. Children who are finding any aspect of mathematics difficult will be identified and support put in place. In some cases this may take the form of a specific intervention designed to increase the progress of children's learning.

Science

Children are encouraged to observe their world with a scientific approach. They plan, experiment, observe, record and consider evidence through a wide range of stimulating practical activities.

Humanities



History and Geography topics will be taught throughout the year. Themed days, school visits and residential trips are planned to enhance this work.



Creativity



Art, Design Technology and Music play a significant part in the curriculum. All pupils have the opportunity to work with a range of different materials and develop a wide range of skills in these areas. We believe that children's work should be highly valued and display forms an important tool to develop self-esteem. Music is taught by a specialist teacher throughout the school and forms a vital ingredient in the

curriculum. KS2 pupils have the opportunity to join the school choir and take part in whole class or individual instrument lessons. A range of performances by these groups and individuals takes place throughout the year. These typically include: performing at our school's 'Carols by Candlelight' at St. Andrew & St. Peter's church, Blofield and Easter Service at Blofield church as well as in school assemblies. The choir, recorder and marimba groups also regularly compete in the Gorleston Music Festival where they are frequently highly commended for their musical talents!

Computing

All pupils have weekly lessons to develop computing skills such as programming. Children are also confident in delivering a wide range of presentations using computer skills, e.g. Powerpoint, photography and film making and have access to information communication technology across the curriculum to enhance learning.

Modern foreign languages



Modern Foreign Languages are taught by a specialist teacher: French to all pupils in years 3, 4, 5 and 6 as well as German to children in Year 2.



Physical education



We believe that children should lead a healthy lifestyle and place great priority in developing physical educational skills and those skills required to take part in competitive sport. Children participate in a wide range of sporting activities, including cross-country, football, rugby, korfbal, netball and hockey. Classes are taught in many instances by a specialist teacher which means that children make excellent progress in PE. In the summer term children enjoy cricket, rounders, athletics and swimming in our own outdoor heated pool. Throughout the year indoor P.E. lessons cover gymnastics and dance. We participate actively in local area sports events and tournaments and the high quality provision means that the school is very successful at such competitions. A variety of after school sporting clubs are usually offered and most children typically participate in at least one club per week.

Religious education

Daily assemblies, in accordance with the Norfolk Agreed Syllabus, are held to enhance pupils' understanding of themselves and their relationship with others. In Religious Education lessons we introduce Christianity as the 'heritage religion' of the country and the one that most influences school and community life. We also build on religions represented among the pupils, e.g. different Christian denominations or the major world religions, so the experiences and interests of children can be used as starting points for learning and teaching. Pupils also sample major world religions, outside their experience, in order to extend their knowledge and understanding.

Parents may exercise their right to withdraw their child for RE/collective worship but we would urge you to discuss any decision to do so with the Headteacher or RE Subject Leader.

Outdoor learning

The school promotes outdoor learning and has an area dedicated to Forest School.



A teacher and teaching assistants have completed Forest School training and children across the school have Forest School lessons in addition to outdoor learning opportunities across the



curriculum.

Personal, social, health and economic education (PSHE)

All pupils take part in PSHE lessons; emphasis is placed upon relationships and moral attitudes as well as issues of citizenship. The School Council is established and involved in decision-making processes with regard to the school's future development.

Relationships and sex education

Relationships and sex education (RSE) is taught in all year groups at an age appropriate level. Children learn about the emotional, social and physical aspects of growing up, relationships and reproduction. Children will be equipped with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. They will learn about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

SCHOOL POLICIES

Copies of all school policies are available on request from the school office. Some specific policies are available on the school website.

HOMEWORK

Homework is given each week in accordance with the Homework Policy, homework will include reading each week as well as other activities linked to classwork. The amount of homework will increase as the child progresses through school. Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.

The Homework Policy outlines the purposes and recommended time allocation and can be viewed on the school website.

We value the support of parents in seeing that homework is completed.

ASSESSMENT AND RECORDING

We continuously monitor and assess pupils' development and understanding.

- Within the first 6 weeks of starting reception children will participate in the reception baseline assessment (RBA). The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6. Throughout the Foundation Stage, assessment forms part of the Foundation Stage Profile.
- Formal teacher assessments informed by SATs style tests are undertaken in English and mathematics at the end of Year 2, with results collected and compared nationally and locally.
- Standard Assessment Tests (SATs) are undertaken in reading, maths and Spelling, Punctuation and Grammar (SPAG) in Year 6. Writing and Science assessment is undertaken through Teacher Assessment at the end of Year 6.
- Tests are taken by Years 3, 4 and 5 annually to measure progress in English and Maths.
- A phonics check test is undertaken by children in Year 1 and any child in year 2 who did not pass the test in the previous year.
- Test results are set alongside ongoing teacher assessments to give an overall clear picture of achievement during the school year and are used to inform future planning for individual pupils and targets set accordingly.

EXTRA CURRICULAR ACTIVITIES

The school has an outstanding range of after and during school clubs led by experienced



staff and coaches. These are targeted at different age ranges and groups of pupils over the course of the year, the clubs on offer at any one time may vary. In the past they have included: Art Club, choir, recorder, ukelele,

football, netball, cross country, athletics, tennis, swimming, tag rugby and dance. In addition, peripatetic music lessons are available within the school day, these include woodwind, brass, drums and guitar lessons.

BLOFIELD BREAKFAST CLUB

Our breakfast club, run by school staff, welcomes children Monday – Friday from 7.45 a.m. until start of the school day. Cost: £5 per session. Breakfast is provided for children arriving before 8.30 a.m. Registration and booking forms are available on the school website.

For further information contact Mrs D’Rosario in the school office.

AFTER SCHOOL ‘FUN TIME’ CLUB

Fun Time Club provides safe play and childcare with experienced staff for children aged 4 – 11 years. After school sessions run from the end of the school day until 5:30pm daily. Children are offered a snack during the sessions and participate in a wide range of fun activities. After school sessions cost £10 per session (£9 for siblings). There is an annual registration fee of £20 per family. Registration/ booking forms are available from Karen Diven on 07787 402187 or email: office@funtime-club.co.uk.

TEAM HOUSES

On admission to school all children are allocated to a house team (the children have chosen the House names to local rivers) - Yare (Yellow), Bure (Blue), Ant (Red) or Chet (Green). Competitions in athletics and swimming are organised on a house basis. Two of the highlights of the school year are sports day and the swimming gala, when winning teams are presented with house trophies and shields.

BEHAVIOUR AT SCHOOL

At Blofield Primary School, we seek to provide pupils with a safe and secure environment where effective teaching and learning can take place. It is our collective aim to enable all children in school to reach their full potential and it is vital that we maintain high standards of behaviour in the classroom and around the school in order to achieve this.

The school seeks to develop children’s behaviour for learning from the start of reception. Children know how they need to behave in order to be successful learners and the school



uses a system of rewards and sanctions to prompt this as well as general good conduct and manners.



“At playtimes, pupils play together well. Pupils are kind and helpful towards each other. Older pupils develop a sense of responsibility as play leaders. They help younger pupils use equipment and organise team games” (Ofsted Report June 2024)



Members of staff at Blofield Primary School will use their judgment on appropriate rewards for pupils. Rewards may include:

- Moving pupils up the traffic lights, to silver or gold, in recognition of their good behaviour.
- A visit to another teacher or the Headteacher for praise.
- A public word of praise in front of a group, a class, a key stage or the whole school.
- Public written acknowledgement by presentation at our weekly praise assembly.
- A system of merit points with or without public acknowledgement of that award.
- School reports commenting favourably, not only on good work and academic achievement, but on behaviour and general attitudes.
- A note to parents informing them specifically of some action or achievement deserving praise.
- Affording the pupil the opportunity to undertake specific areas of responsibility.

If a pupil behaves in an unacceptable way, he or she will be given a verbal warning by an adult. If this behaviour persists, the pupil will be moved down on the class traffic light behaviour system. If a pupil moves down to red on the traffic light system they will be grounded for part of the following lunchtime. Pupils will be sent to a senior member of staff for the grounding. If a pupil is grounded on three separate occasions in any one half term, their parent(s)/guardian(s) will be informed.

GOVERNORS' RESPONSIBILITIES

The school governors' responsibilities include:

- Ensuring that the school meets all of its statutory responsibilities.
- Working with the Headteacher to provide strategic leadership to the school.
- Working with the Headteacher to set, monitor and review challenging targets for school improvement and acting as a 'critical friend' in this regard.
- Making information available to parents.
- School expenditure; budget setting, monitoring and review.
- Recruitment of staff.
- Performance management of the Headteacher.
- Ensuring the school follows a broad and balanced curriculum.
- Ensuring the school follows statutory requirements relating to the National Curriculum monitoring and assessment.
- Meeting the school's duties in relation to gender, race and disability equality.

The Governing Body is made up of parents, staff, people from the local community and those appointed by the Local Authority. All parents are eligible to stand for election as parent governors and to vote in these elections. The period of office lasts for four years.

PRACTICAL DETAILS:

The School Day:

Morning session	8.55 - 12.15 p.m.
Morning break	10:20 – 10:35 a.m. (Reception & Key Stage 1) 10.35 - 10.50 a.m. (Key Stage 2)
Lunch break	12.15 - 1.15 p.m.
End of the school day	3.20 p.m.

Midday meals

Healthy meals with fresh ingredients are prepared in the school kitchen by Norse Catering. At present all children in the Foundation Stage and Key Stage 1 are entitled to a free school meal. This can be either a school hot dinner, school packed lunch or jacket potato.

Key Stage 2 children may purchase a mid-day hot meal/drink (£2.70 per day) or a healthy packed lunch. Payment for KS2 pupil meals, is made by parents in advance via a secure on-line payment system, 'ParentPay'. Menus are sent home to parents termly and are also on the school website. Children are supervised at mealtimes by our team of Midday Supervisory Assistants.

- School meals consist of main course, dessert and drink.
- School packed lunches consist of a sandwich or roll, yoghurt/fruit, a healthy biscuit, salad/vegetable sticks and a drink.



Alternatively, pupils may bring a home packed lunch to school, or go home for lunch.

Packed lunches brought in from home:

These need to be in a suitable, named, lidded container and are eaten in the dining hall. Fizzy drinks, glass containers, sweets or chocolate are not allowed. Supervision is as school meals.



Drinks and snacks

Pupils are encouraged to bring a bottle of plain water to school for drinking in class. A chilled water fountain is available for refilling bottles. Children in Years R, 1 and 2 receive a free piece of fruit or vegetable each school day for their morning snack. Key stage 2 children may bring fruit or vegetables (sliced carrot etc). or a cereal bar, in line with our Healthy Eating programme.

Cycles and scooters



Children may cycle or ride a scooter to school if accompanied by an adult – a cycle shed is available to store bicycles and scooters during the school day. Scooters and bicycles must **NOT** be ridden in the school grounds for the safety of others; they must be walked to and from the cycle shed.

Parking

Parking facilities are limited in the immediate vicinity of the school so parents should avoid bringing cars to school as far as possible.

Walking to school on a regular basis is encouraged. **Parking is recommended at the shoppers' car park adjacent to The King's Head or at The Margaret Harker Hall.**



Parents should **not** park in the doctor's surgery car park. When visiting the school during the school day it is essential that all visitors use the main entrance and report to the school office.

Collecting children at the end of a school day

- Please inform a member of staff if your child is to be collected by anyone else.
- Please remind your child that they must wait in the entrance foyer if you are late to collect them at the end of the school day.
- If you are late to collect your child due to an unforeseen emergency and a message has not been received, the child will be kept at school until we can contact either yourself or one of your emergency numbers on your child's school record. **The emergency numbers are very important - please let us know of any changes through the year.**
- The school operates a texting service to parents. This is used for emergency school closures, cancelled after-school activities etc. The text system is such that the text will go to the main contact, it cannot be sent to multiple recipients for each child. Parents/carers need to ensure they pass on the message if they are the main contact but another person needs that information too.
- In the event that your child is ill during the school day, we will contact you by telephone.
- Newsletters and other communications are sent to parents by email and are published on the school website. Other communications, e.g. where a consent is required, are sent via the pupils.

SCHOOL UNIFORM

The school has a uniform which the children are encouraged to wear. All items of school uniform may be purchased from Stevensons in Ber Street, Norwich. (On the left-hand side as you approach John Lewis car-park) or online at www.stevensons.co.uk



WINTER

- Navy-blue crewneck sweatshirt or navy-blue cardigan either plain or with school logo
- Navy-blue or dark grey trousers OR navy-blue skirt OR navy-blue pinafore dress
- White polo shirt either plain or with school logo
- Navy-blue or grey socks or navy-blue tights
- Black shoes

SUMMER

- Navy-blue crewneck sweatshirt or navy-blue cardigan either plain or with school logo
- Navy-blue or dark grey trousers OR dark grey shorts OR navy-blue skirt OR navy-blue pinafore dress OR pale blue gingham dress
- White polo shirt either plain or with school logo
- White or grey socks
- Black shoes

IMPORTANT - ALL ITEMS OF CLOTHING MUST BE NAMED

Reception age children should have **2 washable aprons** (old adult shirts are ideal) for painting and cooking activities. **Large holdalls and similar sized bags should be avoided**, as cloakroom space is restricted. **See below for sports kit.**

Valuable items such as expensive wrist watches or jewelry should **not** be brought to school.

PHYSICAL EDUCATION CLOTHING & EQUIPMENT

P.E, games and gymnastics form a vital part of each child's educational programme. All children are expected to wear suitable kit for lessons. Well-fitting clothing is essential for efficient and safe activities. P.E. kits consisting of navy-blue shorts, navy-blue or white sports socks and a polo shirt in the child's House Team colour (either plain or with the school logo) available for purchase from Stevensons, Norwich. Fleece jackets with the school logo are also available to wear during winter months or children may wear a plain navy fleece.



Foundation Stage/Key Stage 1

Navy blue shorts

Polo shirt either plain or with school logo in house team colour

Trainers

Drawstring P.E. bag

Tracksuit/jogging suit/fleece jacket in cold weather

Key Stage 2

Navy blue shorts

Polo shirt either plain or with school logo in house team colour

Trainers

Sports socks navy-blue or white sports socks

Tracksuit/jogging suit/fleece jacket in cold weather

For all P.E. and swimming activities ear-rings including studs, have to be removed.

ALL CLOTHING AND EQUIPMENT MUST BE CLEARLY NAMED

LOST PROPERTY/JEWELLERY

Although we encourage children to look after their belongings, many items are mislaid.

All clothing, books and other property MUST therefore be clearly marked with the owner's name. All reasonable efforts are made to recover lost property but neither the school nor staff can accept responsibility for pupils' belongings. Pupils should never bring valuable items to school. Children are not allowed to bring mobile telephones to school.

- Jewelry should not be worn to school, except for stud earrings. Watches can be worn.
- Make-up and nail varnish are not allowed.

CHARGING FOR SCHOOL ACTIVITIES

To enhance and extend the curriculum, children go on educational visits and two residential field study courses during their time at Blofield School. Voluntary contributions are requested in order to cover costs. Unless the majority of parents agree to support these ventures they will not function and the school may need to cancel a visit if not enough contributions are received. Parents on Family Income Support may be assisted financially - please see the school office.

The school has adopted the Norfolk County Council Charging Policy, copies of which are available from the school office on request. Parents experiencing financial hardship may apply for a grant to assist with payment of school visits, after school activities etc. Application forms are available from the school office.

COMPLAINTS

If you are unhappy about any aspect of your child's education or experience at school, you should make an appointment to discuss it with the class teacher. We would hope that discussing the matter with the teacher should be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further, you should make an appointment to talk to the Headteacher. If after discussion with the Headteacher, the matter remains unresolved, you should tell the Headteacher that you wish to make a formal complaint. The Headteacher, the complaints procedure, the name and address of the Clerk to the Governors of the school can be found on the school website.

This procedure is also accessible to staff.

PASTORAL CARE

All children are in the charge of a class teacher who has the responsibility for their well-being. Lunchtime supervision is provided by midday supervisory assistants. Supervision is provided 10 minutes before school and children should not arrive on the school premises before **8.45 am**. After school activities are directly supervised by the teacher or other adult in charge.

“The school’s work to promote pupils’ personal development and welfare is outstanding.”
(Ofsted Report March 2019)

ATTENDANCE



Our school aims to meet its obligations with regard to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons. You will appreciate that for your child to benefit fully from the educational opportunities available there must be close co-operation between home and school particularly on questions of regular attendance and any mental or physical ailment. If, for any reason, your child cannot attend school, County policy requires a signed letter or alternatively a message may be telephoned or emailed (office@blofield.norfolk.sch.uk) to the secretary before 9:15am on **the first morning of an absence**.

Schools cannot authorise holidays in term time. Any requests for leave due to exceptional circumstances need to be made on a form available from the school office / website. You can discuss whether your absence meets the criteria for this with the Headteacher.

Parents may be issued with a penalty notice for unauthorised absence, including unauthorised term-time holidays. In Norfolk, only the Local Authority (through the Attendance Service) can issue penalty notices. To endure consistent delivery of penalty notices, the following criteria will apply:

- at least 9 sessions (4.5 school days) lost to unauthorised absence by the pupil during the last 6 school weeks

The issuing of a penalty notice is considered appropriate:

- when the pupil has been absent for the purposes of a holiday during term-time and the absence has not been authorised by the school

- when the pupil has arrived in school after registration has closed and the session has been recorded with a 'U'
- when the pupil has accrued unauthorised absence from school **and following consultation with the Local Authority Attendance Service it has been agreed that the issuing of a penalty notice is an appropriate early intervention tool**

When penalty notices are issued each parent will receive one per child. Therefore, each parent could receive multiple notices if they have more than 1 child who has been absent.

Payment of Penalty Notices

The arrangement for the payment will be detailed on the penalty notice. The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 21 days but within 28 days of the receipt of the notice (a notice served by post is deemed to have been received on the second day after posting it by first class post).

Following up absence

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

If the school has received no notification of absence by 09:30, office staff will call parents, calling all available contact numbers. If there is no answer, they will continue to call emergency contacts from our school records. Office staff must record when these checks have been made on a spreadsheet. If we still do not know where the child is, two members of school staff will visit the child's home address. If we fail to make contact at this stage, the police will be notified.

Lateness

We regard punctuality as very important. Morning registration takes place at 8.55 a.m. Afternoon registration takes place at 1.15 p.m. The registers remain open for twenty-five minutes. Any pupil arriving after these times will be marked as late which constitutes an unauthorised absence and parents will be asked to sign in a 'Late Arrival Log'. If for any reason a child is expected to arrive late it is helpful if parents telephone the school.



HEALTH AND SAFETY

Regular fire drills are carried out to ensure that in the event of an accident the children are capable of leaving the building quickly and without panic. There is also a representative member of the staff responsible for keeping a check on equipment and apparatus under The Health and Safety at Work Act. Various safety issues, e.g.: safety in the home, road safety, beware of strangers etc. are dealt with as the children progress through the school. A Health and Safety Policy exists and is available for inspection.

FIRST AID

Minor accidents are dealt with by staff qualified in first aid, and a fully stocked first aid kit is always maintained on the premises. Bumped heads are monitored closely and parents informed with bumped head forms. For major injuries / accidents an ambulance will be called and children's parents informed as soon as possible. For less serious parents incidents will be called to take children home or seek further medical help. **It is essential therefore that parents ensure the school have up-to-date contact numbers.**

SCHOOL HEALTH SERVICE

The National Child Measurement Programme (NCMP) measures the height and weight of children in Reception and Year 6 in schools across England. The information collected allows services to plan how to support families to lead healthy lives. A specially trained member of the Norfolk Healthy Child Programme will attend school to carry out the measurements during the year. Further information can be found at: www.JustOneNorfolk.nhs.uk Additional help and testing is sought if a parent or teacher is worried about a child's health in school.

The JustOneNorfolk website also contains lots of information and advice on managing a range of health conditions Diarrhoea & Vomiting and when children can attend or return to school.

MEDICINES

Children who need to use asthmatic inhalers on a regular basis should keep these in school and they will be administered as necessary. All inhalers should be handed to the school secretary for recording and passing on to the class teacher for safe-keeping. In the interests of safety, children are not allowed to keep their own inhalers, with the exception of KS2 pupils who are responsible for taking their inhalers to P.E. sessions. An Administering Medicines Policy is available to parents on request. It is not possible for schools to

administer medicine on a long-term basis but arrangements can be made for short-term treatments. **Parents are asked to complete a form before medicine can be given to a child – forms on the school website.**

HOME/SCHOOL PARTNERSHIP

Parents/carers and children can expect from the school:

- Children valued as individuals.
- A stable and structured learning environment.
- A range of teaching programmes and strategies.
- Information regarding progress or any difficulties.
- An awareness and consideration of home issues.
- Regular information about all aspects of school life.

The School expects:

- Acceptance of the school's aims and values.
- Support for the school's code of conduct and discipline.
- Regular and punctual attendance.
- Positive support for the teacher's role.
- Support for school events.
- Any complaints to be directed firstly to the class teacher, then the Deputy Head or Headteacher and if not resolved, to the Governing Body.
- Parents should be cautious when writing comments about school on social networking sites, e.g. Facebook and never post photographs of school events that show children from families other than their own.

PARENT TEACHER ASSOCIATION (P.T.A.)

A Parent Teacher Association exists and all new parents are automatically members. The main role of the P.T.A. is to provide fun activities and events for the school community that also help raise funds which are spent to enhance the pupils' education.

The P.T.A. organizes a variety of different activities and events throughout the year. In the last year these have included a Spooky Trail around Blofield, Fire & Ice themed 'May Ball' and a prize-winning matchbox challenge. They also organise a Summer Fete, this is a huge community event at the school. In addition, the P.T.A. organises second hand school uniform sales, printed personalized Christmas cards, a school lottery, recycling glass bottles and clothing and a Christmas raffle.

The money raised is then allocated to spend by the school on a wide range of activities, experiences and resources such as equipment for the forest school, playground equipment, additional books, some school trips e.g. Time & Tide museum in Great Yarmouth and visits to the school from specialists such as an Owl Keeper, African Drum Musician and Author. The more parents, carers and family members contribute their time, the more they can do. The Committee meets just 6 evening a year. This time is allocated to plan and organise fundraising activities and agree spending. The P.T.A. will also ask for additional help with a wide range of roles needed at events, such as helping with the bar, bbq, taking tickets at the gate or selling raffle tickets for each event. Please consider giving some of your time and skills to be part of our wonderful P.T.A.

To offer your support or find out more, please email: blofieldptachair@outlook.com

PRE-SCHOOL AND HIGH SCHOOL LINKS

We have strong links with the Blofield Pre-school Playgroup and Blofield Nursery, which facilitates smooth transition into the Reception class. The Reception class teacher visits playgroups/nurseries and in the summer term, pre-school children have arranged visits to the Reception class. In addition, as Year 6 children move onto High School, visits from and to Thorpe St Andrew School are a regular feature of our school year, e.g. sporting events, Science workshops, etc. and ensure continuity of education for your child.

School term dates and holidays

School term dates 2025-26

Autumn term

- Wednesday 3 September – Friday 24 October 2025
- Half-term holiday: Monday 27 October - Friday 31 October 2025
- Monday 3 November - Friday 19 December 2025
- Christmas holiday: Monday 22 December 2025 – Monday 5 January 2026

Spring term

- Tuesday 6 January - Friday 13 February 2026
- Half-term holiday: Monday 16 - Friday 20 February 2026
- Monday 23 February – Friday 27 March 2026
- Easter holiday: Monday 30 March – Monday 13 April April 2026

Summer term

- Tuesday 14 April - Friday 22 May 2026 (**Monday 4 May is a bank holiday**)
- Half-term holiday: Monday 25 May - Friday 29 May 2026
- Monday 1 June – Friday 17 July 2026
- Summer holiday: Monday 20 July – Tuesday 2 September 2026