



# Stretton Sugwas

## Church of England Academy

*"Each bee plays a part in the hive."*

Inspired by 1 Corinthians 12: 12-31



School Prospectus 2022-2023

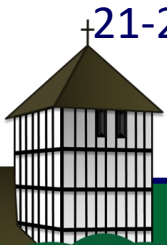


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Guidelines for Parents





# Welcome

Thank you for taking an interest in our school. Stretton Sugwas Church of England Academy is a small school, having approximately 160 children on roll. It is situated in the village of Stretton Sugwas approximately 4 miles west of Hereford City Centre, in a country location just outside the city boundary. The school is housed in new accommodation, modelled around the original Victorian buildings. We have 6 classrooms, activity areas, a library, a music room and a spacious hall equipped with a variety of gymnastic equipment. Stretton Sugwas Church of England Academy enjoys a reputation as a warm and caring school, serving its parish and strongly adhering to inclusive Christian Values. The school also opened a new Pre-School and Nursery setting (New-Bees) in September 2018, taking children from the ages of 2. We are also currently growing into a single form entry school over the next 4 year period.

The children are divided into classes as follows:

Reception		(ages 4-5)
Bumble Bees	Yr. 1 children	(ages 5-6)
Busy Bees	Yr. 2 children	(ages 6-7)
Honey Bees	Yr. 3 children	(ages 7-8)
Queen Bees	Yr. 4 and Yr. 5 children	(ages 8-10)
Worker Bees	Yr. 5 and Yr. 6 children	(ages 9-11)

## The Staff

Mr Alex Davies	Executive Head Teacher		
Mr Ben Ford	Head of School	Worker Bees (Thur—Fri)	
Mrs Denise Steer		Worker Bees (Mon—Wed)	
Mrs Gemma Cartwright		Queen Bees	
Mrs Sue Atkinson	SENCO	Honey Bees	
Miss Bethan Bowen		Busy Bees	
Mrs Cath O'Reilly	Designated Safeguarding Officer	Bumble Bees	
Mrs Emma Fisher	EYFS Manager	Reception	
Mrs Vicky Grieve	Business Manager		
Mrs Sue Podmore	Pre-School lead		
Mrs Louise Greenhouse	Nursery lead		
Mrs Claire Weaver	Office Manager		
Mrs Jacqui Gardner	Learning Mentor & After School	Miss Keri Palmer	Support Assistant
Mrs Veronica Hartley	Classroom Assistant HLTA	Mrs Laura McClurg	Support Assistant
Mrs Sarah Haynes	Classroom Assistant	Mrs Kim Swift	Midday Supervisor
Mrs Tanya Morley	Classroom Assistant	Mrs Becky Wilcox	Midday Supervisor
Mrs Lucy Rogan	Classroom Assistant	Mrs Claudia Jones	Midday Supervisor
Mrs Marie Plumb	Classroom Assistant	Mrs Nicola Gage	Pre-school/Classroom Assistant
Mrs Katie Doddington-Boyes	Classroom Assistant	Mrs Denise Coles	Pre-school/Nursery Assistant
Mrs Jane Yarnold	Classroom Assistant	Mrs Becky Thorpe	Pre-school/Nursery Assistant
Mrs Rachael Woodward	Classroom Assistant	Mrs Clare Pudsey	Pre-school/Nursery Assistant
Mrs Shoana Griffiths	Support Assistant	Miss Mia Wood	Pre-school Apprentice



# Aims and Ethos



## Welcome To Stretton: We Work As One

The distinctive Christian ethos of Stretton Sugwas Church of England Academy is intrinsically built upon the verses of 1Corinthians 12: 12-32, entitled *The Body of Christ*. As valuable individuals, we come together to use our skills as part of a bigger team. We are interdependent and our actions will always have a consequence on those around us. Think about the image of a hive of bees.

## One Body: Each Bee Plays A Part In The Hive

At Stretton, we actively use the more-relatable imagery of bees to help children and adults of all ages and understandings access the important life messages shown by *The Body of Christ* passage. The symbolism also helps to represent the hardworking rural heritage of the local community.

We believe **everyone** should be included, appreciated and welcoming at Stretton Sugwas Church of England Academy and it hurts the school if even one member of our team doesn't experience this. The school's passionately inclusive ethos is rooted in its Christian values, meaning that its doors are wide open to children, staff and families of **all** beliefs and cultures in a spirit of mutual respect and acceptance. This is a *church* school, not a *faith* school.

## Our Vision Statement

Inspired by the relentlessly inclusive and loving example of Jesus Christ, our Christian Vision can be summarised by the motto "*Each bee plays a part in the hive*" and explored in three words: *belong, believe and behave*.

### "Bee"long.

**We are all uniquely created** individual parts of one body, who must work together to listen, learn and love.

**Our school** must strive to be a place where **absolutely everybody** can feel accepted and at peace.

**How can we make everyone** feel like loved members of our team?

### "Bee"lieve.

**We all have skills**, a purpose and a role to play.

**Our school** must strive to be a place that helps people to fulfil their potential by believing in themselves: in mind, body and spirit.

**How can we help everyone** to believe in their brilliance?

### "Bee"have.

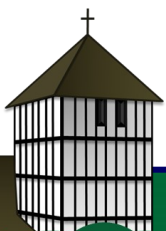
**We have a responsibility** to do what we think is right.

**Our school** must strive to be a place full of kind-hearted role-models.

**How does our positive behaviour** inspire everyone to do the same?



"Now you are the body of Christ, and each one of you is part of it."  
"Each bee plays a part in the hive!"





# Religious Education, Worship and Christian Values

## Religious Education

We are a church school, not a faith school. It is important to realise that, despite our distinctive Christian ethos, we are deeply committed to the inclusivity of our RE curriculum. The school follows the LA's agreed syllabus for Religious Education. The syllabus provides pupils with a knowledge and understanding of Christianity and other principal religious traditions. In addition to this, the school uses the LA-endorsed Understanding Christianity resource to consistently and coherently teach the units of Christianity throughout the school.

Integral to the way in which we teach RE, we actively strive to:

- develop pupils' understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- develop in pupils a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth.
- encourage pupils to develop a positive attitude towards other people who hold beliefs different from their own.

## Worship

Our worship is central to the school's daily routine and follows the themes and seasons of the Christian year. Local clergy, visiting speakers, staff and children lead worship in different ways to build a positive sense of community. We are welcomed to St Mary Magdalene Church in Stretton Sugwas for worship throughout the year, particularly for Harvest Festival, Christmas Services and also Easter.

## Christian Values

Through our teaching and learning, the Imaginor Christian Values are woven into the life of the school. Values such as compassion, perseverance, respect and trust are the focus for helping children to make the right choices. The school focuses on promoting a different value each half term. The school celebrates children who display these Christian Values during assemblies and class worship.



"If one part is honoured, every part rejoices with it."





# General Information

**Stretton Sugwas School is a Church of England Academy  
Primary School for pupils aged 2 - 11**

<b>School Hours:</b>	Bumble and Busy Bees -	8.55 a.m. - 12.00 noon 1.15 p.m. - 3.10 p.m.
	Honey Bees -	8.55 a.m. - 12.00 noon 1.15 p.m. - 3.15 p.m.
	Queen and Worker Bees -	8.55 a.m. - 12.15 p.m. 1.15 p.m. - 3.20 p.m.
	New Bees Preschool & Reception	8.30am—12noon 1.00pm—3.30pm

**Address:** Stretton Sugwas C.E. Academy  
Stretton Sugwas  
Hereford  
HR4 7AE

**Telephone:** (01432) 760282

**Website:** [www.strettonsugwas.com](http://www.strettonsugwas.com)

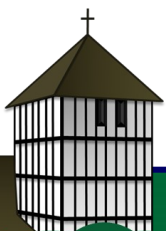
**Email:** [admin@strettonsugwas.hereford.sch.uk](mailto:admin@strettonsugwas.hereford.sch.uk)

**Executive Head Teacher:** Mr Alex Davies

**Head of School** Mr Ben Ford

**Chair of Governors:** Mr Richard Griffiths

**Correspondent to Governors:** Mrs Vicky Grieve





# The Curriculum

**As an Academy we aim to teach a creative, topic-based curriculum that enthuses and inspires children to develop a love for learning.**

The school delivers a broad and balanced curriculum for Key Stages 1 & 2, the Early Years Foundation Stage Framework, together with Religious Education. More details on the curricula can be found in our topic webs published on our school website. We currently follow the National Curriculum 2014 for English, Mathematics, Science, Computing and Languages. For the rest of the Foundation Subjects we aim to be as creative as we can possibly be, where children are able to make links from one subject to another through a topic or theme.

**The Early Years Foundation Stage Framework** is used to teach the Reception children (Year Group R - ages 4 to 5 years).

The National Curriculum is taught in two stages –

**Key Stage 1 (KS1)** for ages 5 -7 yrs, Year Groups 1 and 2.

**Key Stage 2 (KS2)** for ages 7 - 11 yrs, Year Groups 3 to 6.

The school is currently split over 6 classes:

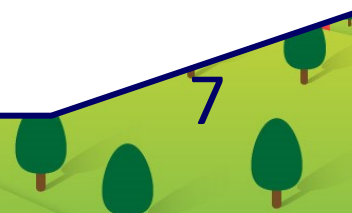
	<b>Reception</b>	Reception	EYFS	
<b>Bumble Bees</b>	Year 1			} Key Stage 1
<b>Busy Bees</b>	Year 2			
<b>Honey Bees</b>	Year 3			
<b>Queen Bees</b>	Years 4 & 5	} Phase 2		} Key Stage 2
<b>Worker Bees</b>	Years 5 & 6			

We seek to engage and support the learning of all children through ‘quality first’ teaching through differentiation, personalised learning, using a range of teaching styles and a selection of resources. Children in Years 2 & 5 are split according to their ability along with learning styles and friendship groups. By the end of each ‘Phase’, children will have covered all key areas relating to their Key Stage.

The curriculum covers the ‘core’ subjects of **English, Mathematics and Science**, and the ‘foundation’ subjects of **History, Geography, Computing, Design & Technology, Art & Design, Languages, Music and Physical Education**. We look closely at all of these areas and where possible, make cross-curricular links in their learning on the topic chosen, along with developing children’s awareness and appreciation for life in modern Britain.

The school has phased in the new National Curriculum 2014, which involves a shift in change from using ‘levels’ to assess the children’s ability and the progress through the school. We are using and developing a new format that looks at Age Related Expectations. The children are tracked using an online tool called Classroom Monitor, which looks at the targets the children need to achieve in Reading, Writing and Maths. We also use Excel Spreadsheets to track and monitor Science and the foundation subjects.

Most subjects are taught by the child’s class teacher, but with some input from other teachers in the school who have specialist skills and interests.



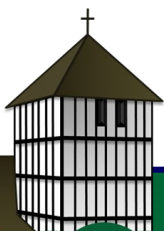
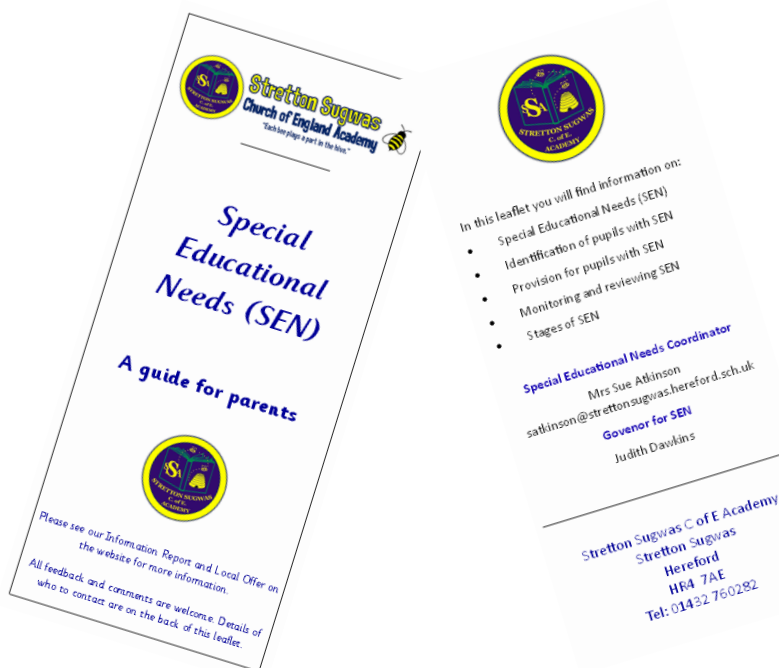


# Special Educational Needs and Disability

Children with special educational needs are identified as early as possible, and appropriate provision is made for them, following the stages outlined in the Code of Practice, including children with Educational Health Care Plan (EHC). The school is well resourced with special needs materials. Our aim is to provide for those children who need extra help, both within the classroom and in small groups in our intervention rooms 'The Hive' and 'The Buzz'. Our special needs co-ordinator, Mrs Sue Atkinson, monitors such children individually or in small groups.

The school employs a Learning Mentor (Mrs Jacci Gardner) who works across the school with children who have SEN, along with those in receipt of Pupil Premium. More information on SEN and our Information Report can be found on the school's website or from the reception. Also more information on Pupil Premium spending can be found on the website too.

The school is also aware of the needs of the exceptionally able child. Enrichment and extension materials are available, as well as the opportunity for the child to move beyond the accepted level and to progress at his/her own pace.







# Safeguarding & Child Protection

The school has a duty to do its best to provide a safe and secure environment for all pupils, free from the threat of neglect, physical, mental or sexual abuse. The designated officer responsible for child protection is Mrs Cath O'Reilly, and the deputy designated officer is Mr Ben Ford. There is a **Safeguarding & Child Protection Policy** available for parents to consult along with an information leaflet, both available from the school office or website. The following poster is displayed throughout the school, giving information on all the relevant members of staff for Safeguarding, Looked After Children and also SEN.



## Safeguarding & Child Protection

### Designated Staff

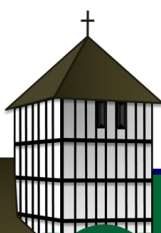
Title	Named Person
Designated Safeguarding Officer	Mrs Cath O'Reilly
Deputy Designated Safeguarding Officer	Mr Ben Ford
Governor responsible for Safeguarding & Child Protection	Mr Richard Griffiths
Key point of contact for Prevent	Mrs Cath O'Reilly
SENCO (Special Educational Needs Coordinator)	Mrs Sue Atkinson
Governor responsible for SEN	Mrs Judith Dawkins
Designated Teacher for LAC (Looked After Children) & Previously LAC (PLAC)	Mrs Cath O'Reilly
Governor Responsible for LAC & PLAC	Mrs Samantha Davies
School Learning Mentor – for SEN and Pupil Premium	Mrs Jacci Gardner
EHA (Early Help Assessment) Practitioners	Mrs Cath O'Reilly Mrs Jacci Gardner
Staff lead for Mental Health & Wellbeing	Mrs Cath O'Reilly Mrs Denise Steer
Governor for Mental Health & Wellbeing	Mrs Sarah Hicks

All staff receive regular (termly) training on Safeguarding

The Designated and Deputy Designated Safeguarding Officers receive National refreshers at least every 2 years

Our Safeguarding and Child Protection Policy is reviewed and updated annually and can be found on our school website.

[www.strettonsugwas.com/policies](http://www.strettonsugwas.com/policies)





# Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years -old.

All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school Reception classes.

There are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests for the child; the assessments are based on EYFS practitioners' observations.

Information from these assessments is used for parents, practitioners and teachers to support children's learning and development.

Early years learning concentrates on 7 areas split between prime and specific areas of learning.

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

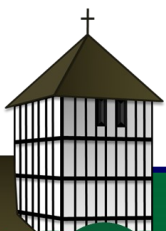


## Early Years Foundation Stage Profile

At the end of the academic year when a child turns 5, the practitioner records each child's development by watching the child playing and in the classroom. The completed assessment is known as the 'Early Years Foundation Stage Profile'. This is used to help the Year 1 teacher plan lessons for the children.

## The New Bees Pre-School & Nursery

Since September 2018 the school opened a brand new preschool building to cater with children from the ages of 2. From September 2021—we extended our pre-school provision and now have two classrooms side by side—allowing us to cater for each and every child. Those children attending at least a year before they are due to start school are given preference on the school admissions policy. For more information, please enquire at the school office or the pre-school building itself.





# Curriculum Subjects

## English

The school places great emphasis on the early acquisition of English skills: spoken language, reading and writing. The school ensures it covers all of the targets set out in the 2014 National Curriculum, whilst interlinking the subject through a creative, topic-based curriculum.

### Spoken Language

Stretton Sugwas Academy reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar as well as their understanding for reading and writing.

### Reading

We use a variety of methods to teach the children to read. 'Shared' and 'Guided' reading approaches are adopted, as well as an individual approach, using a variety of Reading Schemes. As the children progress, they are encouraged to develop as enthusiastic, independent and reflective readers. They are introduced to a wide range of literature and are given opportunities to read extensively, for interest and pleasure. The Programmes of Study for Reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

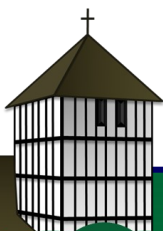
### Writing

The Programmes of Study for Writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Our aim is to give the children the 'tools' which they will need to enable them to write effectively and imaginatively. We teach spelling and phonics from Year R across the whole school, and encourage a high standard of presentation from an early age.

As a whole school we use Pie Corbett 'Talk 4 Writing' strategies to immerse children in a range of writing genres.





# Curriculum Subjects

## Maths

Every class has a daily Maths lesson lasting between 45 and 60 minutes. Great emphasis is placed on the importance of mental strategies. Children are encouraged to learn number facts and tables to enable them to calculate with ease and confidence. We also emphasise the importance of problem solving and of applying concepts learnt in practical applications. The school is well resourced with both textbooks and maths equipment, including Numicon, which we update on a regular basis. We currently use Power Maths and White Rose schemes across the school—both of which are Maths Hub endorsed schemes and focus on the Maths Mastery approaches to deepen the children’s skills and knowledge.

## Science

A high-quality Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of Science.

Across the whole school we ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of Science, today and for the future.

## Computing

The school has 40 wireless laptops & 60 iPads that can be used anywhere in the school. They are networked to the Internet, with protection software installed. We use a variety of programs both to teach computing skills and to enhance the curriculum. The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use Information Technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas safely through, Information and Communication Technology – at a level suitable for the future workplace and as responsibly active participants in a digital world. **E-Safety** is high on our agenda when teaching computing and our schools ‘E-Safety Bee’, with the slogan “Bee Safe Online”, features heavily in our teaching and display work. A dedicated E-Safety page is featured on our school website and allows users to ‘flag’ any problems they may see or face.

## Languages

All children from Years 4 to 6 take part in learning a foreign language. Currently we have a teaching assistant at the school brought up in France and fluent in the French Language. She teaches all of the Phase 2 children across the 2 classes during one of our afternoons. Children are encouraged to speak with increasing confidence and fluency, along with being able to respond to spoken and written forms of language.

## Music

All children participate in class music lessons where listening, composing and performing skills are taught. All children are encouraged to take part in school productions, where they have the opportunity to use their performance skills, including music, drama and dance. Peripatetic violin, guitar and piano lessons are available to the children. The school often has after-school music clubs and also has a lunch time Handbells club.





# Curriculum Subjects

## Geography

The Geography curriculum aims to develop the children's interest in both their own surroundings and in the variety of physical and human conditions in the wider world. In the early years, the children will be investigating the school and its community, progressing to a greater awareness of its place as part of the United Kingdom. Later, the children will study communities in greater depth. They will also investigate geographical themes such as Rivers and Settlement. Throughout their studies, the children will be gaining geographical skills in map work and using sources of evidence. Whenever possible, the children will undertake fieldwork, and the emphasis will be on practical activities to enhance their studies.

## History

Who am I? What is my place in society? How did this evolve? These are some of the questions we hope to address in our History curriculum and teaching. In the early years, the emphasis is on familiar situations, home and families, and the changes that have taken place. As the children develop a greater understanding of chronology and time, they study more specific units such as the Romans, Tudors and Greeks. Whatever the topic, the emphasis is on participation, looking through documents, checking source material, studying artefacts and bringing the past alive with Dance, Drama and Musical activities.

## Design and Technology

Through the teaching of this subject, we aim to prepare children for the demands of the changing world in which they live, and to encourage both originality of design and the practical skills necessary for making and constructing. All children have experience of a wide range of materials, such as wood, clay, food and textiles.

## Art and Design

We engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are able to think critically and develop a more rigorous understanding of art and design. Again, as with many of our foundation subjects we endeavour to create cross curricular links where possible.

## Physical Education

The areas of activity covered in the school's curriculum are Gymnastics, Games, Dance, Athletics, Outdoor Activities and Swimming. In Reception and Phase 1 Classes, a greater emphasis is placed on a multi-skills approach, leaving the more specialised activities of Athletics, Life Saving and Outdoor Activities for the older children. Throughout the curriculum, the children are involved in three processes Planning/Performing/Evaluating. They are also required to consider their lifestyles, well being, safety and attitudes. Primarily the school promotes personal physical development but recognises the need for honest competition, therefore club activities and matches are arranged on a regular basis.

## Personal Social and Health Education (PSHE)

The many aspects of PSHE are covered in a variety of ways. Health Education is generally covered during our Science topics. Other moral and emotional issues are dealt with sensitively in a class or individual situation. Also, assemblies have a moral theme, and issues are dealt with in a sympathetic and caring manner. We are involved in the Healthy Schools Partnership, which promotes the well-being of pupils within the school environment. Citizenship is now part of the school curriculum and we have a School Council, run by our junior pupils. Relationship and Sex Education is taught during Year 6. Letters and consultation with parents will take place prior to children taking part in the scheme of work.





# Extra Curricular Activities

The school offers the children a variety of after-school or lunchtime clubs, including:

- Football
- Netball
- Tag Rugby
- Cricket
- Rounders
- KS1 Multi Skills
- Craft Club
- Music
- Cooking
- Xfit
- Hockey
- Bouldering
- Eco Club
- Gardening Club... the list goes on!

## Library

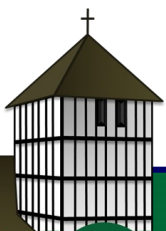
The school has a very well stocked library of both Fiction and Non-fiction books. The children are encouraged to use the library to support topic and other work on a daily basis. We encourage parent helpers to help catalogue and repair books and to work with the children from time to time. The school also signs up to the Herefordshire Library Service, where Topic books are issued on a termly basis and also children can choose their own reading books twice a year.

## Homework

The school recognises the enormous contribution that parents can make to the educational development of their child, by actively helping at home either with reading or with tasks set by the school. Throughout the year, each class will set homework to be completed. At the very least we would expect children to read at home for at least 10 minutes each night. Also, time spent learning timestables and number bonds is invaluable.

## Breakfast and After School Care—Club Stretton

Currently the school provides wrap around care through our own Breakfast and After School Club, 'Club Stretton'. The breakfast club takes place from 7.50am until the start of the school day. The after school club at 5.30pm. Both take place from the school hall—there is a dedicated side entrance adjacent to the main entrance. Please see our school website for information on Club Stretton or speak to a member of the school office team.





# Educational Trips & Visits

All education during school hours is free. At Stretton Sugwas Academy we do not charge for any activity undertaken as part of the National Curriculum.

The Governing Body recognises the valuable contribution that the wide range of additional activities, including trips and residential experiences can make towards pupils' personal and social development.

When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary.

If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity.

If we do not receive sufficient voluntary contributions, we may cancel the trip. Sometimes the school pays additional costs in order to support the visit. The Governors have decided that, should the level of support fall below 80% of costs for all pupils, then the trip or activity will not take place.

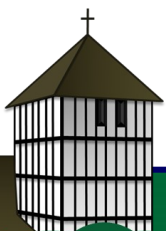
Parents have a right to know how each trip is funded. The school provides this information upon request.

## Parental Involvement

Parents' Evenings are held in both the Autumn and Spring Terms to discuss pupils' progress and to inform parents of targets set. In the Summer Term, a comprehensive Report is written which may be discussed with the class teacher on request. Teachers are normally available for quick consultations with parents at the beginning and at the end of the school day. However, parents who are worried about their child's progress should contact the school and make an appointment to meet teaching staff at any time during the term.

The **Parent Teacher Association (Friends of Stretton Sugwas—FOSS)** is actively involved with the school and arranges social and fund-raising events. All parents are regarded as members of the FOSS and a committee is appointed each year to organise FOSS activities. The team have helped to fundraise for new playground equipment and markings, school trips, class iPads and much, much more.

The school encourages and welcomes parents to come into school and help with various activities throughout the week. We are eager to use any skills or knowledge that the parents or families of children may have. Please contact the class teacher if you would like to help in this way. Help can be in any form: helping with listening to readers, organising the school library or talking about your profession if linked with the class' topic.





# Term Dates & Attendance

The dates for school terms and half-terms are printed below. We will endeavour to inform parents as soon as possible if there are changes to the holidays and Staff Training Days, set in the September of that academic year.

## Term dates for the school year 2022-2023

	Autumn term 2022		Spring term 2023		Summer term 2023	
Term starts	Wednesday 7 September	33	Wednesday 4 January	33	Monday 17 April	29
Half term	Monday 24 October - Friday 28 October		Monday 20 - Friday 24 February		Monday 29 May - Friday 2 June	
Term ends	Friday 16 December	35	Friday 31 March	25	Friday 21 July	35

Training Days:	Additional Info:
Monday 5 September – Autism training- confirmed	Good Friday: 7 April 2023
Tuesday 6 September – RWI training- confirmed	Easter Monday: 9 April 2023
Tuesday 3 January	May Day: 1 May 2023
Monday 24 July	Spring bank holiday: 29 May 2023
Tuesday 25 July	

## Term dates for the school year 2023-2024 (provisional)

	Autumn term 2023		Spring term 2024		Summer term 2024	
Term starts	Wednesday 6 September	38	Monday 8 January	25	Monday 8 April	34
Half term	Monday 30 October - Friday 3 Nov		Monday 12 - Friday 16 February		Monday 27 May - Friday 31 May	
Term ends	Wednesday 20 December	33	Friday 22 March	25	Friday 19 July	35

Training Days:	Additional Info:
Monday 4 September	Good Friday: 29 March 2024
Tuesday 5 September	Easter Monday: 1 April 2024
Thursday 21 December	May Day: 6 May 2024
Monday 22 July	Spring bank holiday: 27 May 2024
Tuesday 23 July	

Please refer to the schools Attendance Policy for more detail. Schools allowing holidays during term time is a big issue and unless they are seen as extenuating or exceptional circumstances, they will not be authorised. An extract from the policy of authorised absences is below. We are fully in our rights to fine parents who take their children out of school without authorisation. The current fine is £60 per child, per week or part of.

Absence will be authorised in the following circumstances:

(a) where leave has been granted by the school in advance, for example –

- a pupil is to participate in an approved performance for which a licence has been granted by the Local Authority
- a pupil is involved in an **exceptional** special occasion – in authorising such an absence the individual circumstances of the particular case and the pupil's overall pattern of attendance will be considered
- in **exceptional** circumstances, permission has been granted for a family holiday for which the parents have sought permission in advance

(b) where the school is satisfied that the child is too ill to attend

(c) where the pupil has a medical appointment (although parents should be encouraged to make these out of school hours whenever possible, and to return their child to school immediately afterwards – or send him / her to school beforehand

(d) where there is an unavoidable cause for the absence which is beyond the family's control, eg extreme weather conditions

(e) the absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's / student's parents belong

(f) in other **exceptional circumstances** (eg a family bereavement) and **for a very limited period**





# Admissions

There are approximately 160 pupils on roll and up to 30 pupils may be admitted to the school each year. This was extended in September in 2020 when we extended the school building to accommodate a further classroom. We now have 6 classes and will grow to 7 (Single Form Entry) within the next couple of years...bring the school capacity to 210.

The parishes of **Stretton Sugwas and Breinton** have been designated as the school's catchment area. The LA publishes a composite admissions prospectus each year, which gives information about how parents can apply for a place in the school of their choice. Parents have a right to express a preference for the school of their choice and they should do so on the application form. Expressing a preference does not, in itself, guarantee a place at this school. From the 2010-2011 academic year all applications for places must be made through the LA.

Information line on school admissions: 01432 260925

Please consult our **Admissions Policy** for further information on admissions, found under 'Policies' on the school website.

Children enter Reception class the September after their 4th birthday. The children initially attend school on a part time basis for the first 2 weeks, building up to full time by week three. We will discuss with you the best arrangements to suit your child when we hold our Parents' Induction Meeting in the Summer term, prior to your child's admission in September.

Parents are asked to **register their child for admission well in advance**, and will be asked to complete an admissions form when their child is admitted to school. All parents requesting an admission are invited to visit the school to meet teaching staff and to view the facilities available.

Children are invited into school for four afternoon sessions during the half-term prior to their admission.

The Reception teacher holds an open evening prior to your child's admission, that will ensure that they are ready for school in the September. Again this will be held in the Summer term and a letter sent out accordingly.

The school should be **notified immediately** of any changes that may occur during the child's stay, e.g. change of address, telephone number, parents' places of work, medical information etc. In addition, **all parents** are asked to update information on the school's data information sheets at the start of each academic year. Additional information is required, including photograph consent.





# Positive Behaviour

Based on research from the book "When the adults change, everything changes" by Paul Dix, the way in which we promote positive behaviour at Stretton Sugwas is based on effective communication as well as our Christian ethos.

We actively promote the importance of belonging and each day the children start on the hive. Positive behaviour is identified and publicly praised wherever possible.

The ultimate aim is for behaviour to positively impact those around us and this is promoted within school.

Should there be instances of negative behaviour, this is dealt with by adults through communication with the child.

Children are challenged to think about what might grow from their behaviour by focusing on the following:

- Ready
- Respect
- Safe

If negative behaviour persists, children may be given time to reflect on what is at the root of their actions. It is believed that this restorative approach is more beneficial to the child in helping them to change any undesirable behaviour.

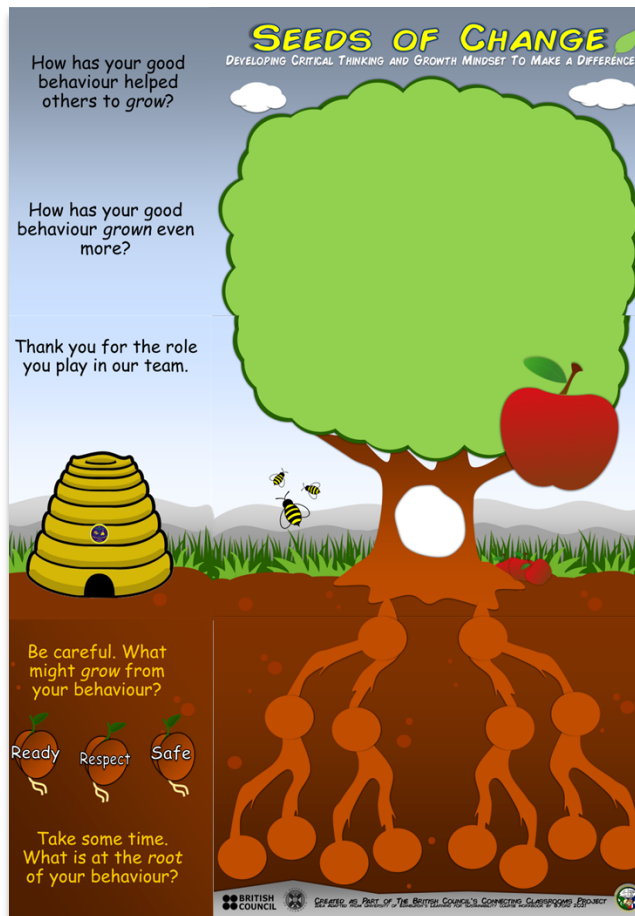
In addition to this, the process of communication means that adults become better listeners and gain more respect from pupils for the way in which they take concerns seriously.

## Positive Behaviour Boards

In each class, there are behaviour boards like the one pictured above. Children have their name written on a bee that is moved to the appropriate place on the board that corresponds to their behaviour. The boards are also designed to be written on by staff, acting as a visual resource to critically discuss behaviours with children, the roots of these and any positive ways forward that can grow from a given situation.

## Reflection Sheets

Should a child engage in frequent acts of negative behaviour, they will encounter a reflection sheet like the one pictured to the right. Through these sheets, adults and children enter a process whereby the root of the behaviour is discussed further and solutions are sought. Key to this is the communication between children, parents and staff. These reflection sheets are sent home to encourage open, honest and positive dialogue about pupil behaviour.



**Reflection Sheet**  
Let's Get To The Root Of Our Behaviour

Please know that we think you're a wonderful member of our team and we all make mistakes. Something hasn't gone well with your behaviour and we'd like to get to the root of why that might be.

Which of these rules did you break? (Please circle) Ready Respect Safe

What did you do? (Please write on the lines)

How were you feeling when this happened? (Please tick)

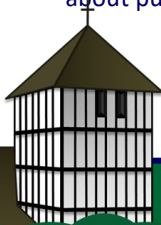
Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other

What could you do better next time?

Is there anything school can do to help?

Does anyone need an apology? What can you do to show you are sorry?

Pupil signature:..... Date:..... Adult signature:..... Date:.....





# Home/School Agreement

**All parents are asked by the school to sign a Home/School Agreement.** A copy can be downloaded from the school website under the Policies section. This agreement has been drawn up after consultation with parents, staff, pupils and governors and has been designed to further enhance dialogue and understanding between home and school. Children entering the Junior Department of the school are asked **to sign** the pupils' section of the document, after discussion both at school and at home.

Further details regarding the school's policy for rewarding good behaviour, and the agreed procedures for dealing with unacceptable behaviour, are available on the school's website.

## Our School Aims

We are determined to create an inclusive culture of learning, where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respectful citizens, enabling them to make valuable contributions locally, globally and contributing to our world's sustainable future.

This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our Home/School Agreement.

## School Uniform

All children are expected to wear full school uniform **at all times**. Please ensure that all garments are **labelled**, so that they can be easily traced if lost or mislaid. The **school uniform** consists of:

Pale blue polo shirt

Navy sweatshirt or cardigan

Black or grey trousers or skirt

Plain black, navy, grey or white socks or tights

Boys are able to wear shorts, as are girls, who are also allowed to wear summer dresses (blue gingham)

Hair bands or bobbles should be plain and in school colours - please note: hair braids and other accessories are not permitted

Navy school fleeces are also available

School logo embossed items can be bought from the school office.

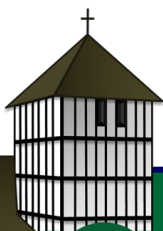
**PE Kit** consists of t-shirts (round neck) in pale blue and to be worn with navy or black shorts and PE shoes (daps, plimsolls or pumps). School jumpers, tracksuit bottoms (also black or navy) and trainers are needed for outdoor PE. Again, t-shirts with the school logo can be purchased from the school. Long hair will need to be tied back during PE. This is for both boys and girls.

Children with **pierced ears** are permitted to wear small studs, however they will need to ensure they can remove them independently for PE and Swimming sessions. If unable to remove independently, they will need to be removed before the school day. Consideration will be given for 6 weeks after new piercings.

**School shoes** must be black leather type. Lace-up or Velcro for the boys are absolutely fine, although we do ask that your child is independent with putting them on and off. The girls can wear plain black shoes with no heels or lots of additional detailing (i.e. zips and sequins). The girls are able to wear black boots during the winter months, again as long as they do not have a heel and are plain. During the summer, although sandals can be worn, we do discourage as it can hinder the children's play out on the school playground and equipment. Sandals can be white or black.

**Please note: No nail varnish or jewellery is to be worn during the school day.**

**Lost Property:** Any unclaimed garments or items are put in a 'Lost Property Box' in the main entrance of the school.





# Attainment & Progress

## 2021-2022 Results

### KS2

SS 2022 Results							
	EXS+	Diff Nat.	GDS		EXS	Diff to Nat.	GDS
Reading	96%	↑22%	43%	RWM Comb.	86%	↑27%	17%
Writing	87%	↑18%	30%				
Maths	87%	↑16%	26%				
SPAG	96%	↑24%	57%				
Science	96%	↑17%	N/A				
Out of 23 - including 1 child omitted from tests							
Average Scaled	Reading	Maths	SPAG				
Out of 22	109	107	111				
	↑4	↑2	↑6				

We are hugely proud of the achievements for all our KS2 pupils. As you can see from the table above...all results were significantly above National in all areas.

### KS1

- Reading— 83% at the expected standard  
22% working at the Greater Depth Standard
- Writing— 78% at the expected standard  
4% working at the Greater Depth Standard
- Maths— 87% at the expected standard  
22% working at the Greater Depth Standard
- Science— 100% working at the expected standard

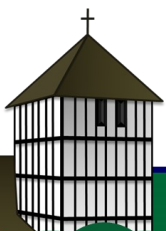
Again these results are a fantastic achievement, particularly with the disrupted education the Year 2 children have had since the start of their primary school career due to Covid-19.

### EYFS

83% of the cohort achieved the expected standard across all 17 assessed EYFS strands.

### Phonics

80% of Year 1 children passed the phonics screening test.





# The essentials...

## Arrival and Departure from School

Please time your child's arrival at school between **8.40 a.m. and 8.50 am**.

The school does not accept responsibility for children before 8.40 a.m, unless they are booked into Club Stretton.

The playground gates are open from 8.40am for the children to enter the school independently and then return out to play where they are supervised by a member of staff. Children in Reception and New Bees can enter their classroom between 8.30am and 9am.

Children may leave their lunch boxes and book bags in the cloakrooms before joining their friends on the playground to await the bell at 8.55 a.m.

Children are **not allowed** into the classrooms before the start of school unless it is raining or they are quickly dropping off equipment.

We respectfully ask that all parents allow their children to leave them at the gate, so we are able to keep track of the number of people on site and Safeguard children at all times.

Parents arriving or departing **by car** are asked **not to park in the lay-by** at the front of the school, which is **reserved for buses and taxis only**. The school recently has had a new car park built and as long as people park sensibly and not in the marked areas, the school drop off and pick up times should run relatively smoothly.

Parents wishing to come into school for any reason should park in the new carpark as the bottom playground (netball court) is only open for dropping off children and should be vacated by 8.55am.

Pick up is at 3.10pm for Bumble & Busy Bees, 3.15pm for Honey Bees and 3.20pm for Queen and Worker Bees. The Reception class and New Bees can be picked up between 3pm and 3.30pm.

The school playground and play equipment must be vacated by 3.30pm at the latest. This is to ensure the safety of the children who attend any after school clubs, along with Club Stretton. From 3.30pm, the gates will be locked.

**In the interests of health and safety, please do not bring animals into the playground.**

## Talking to Staff

Class teachers are available for short consultations between **8.45 a.m. and 8.55 a.m**. The school does run a tight timetable and it is for this reason, we ask all parents to vacate the premises before 8.55 a.m. Consultations requiring more time may take place after school by arrangement with the class teacher. Please report through the office if you wish to speak to a member of staff.

## Lateness

**All late arrivals have to be recorded on our school system.** Please ensure that your child is **on the premises by 8.55 a.m.** as the gates at the front and back of the school are then locked for security reasons. If you are late for any reason, come to the school's main entrance and we will let you in. Children need to be accompanied by a parent so we can log down the reason for lateness.

## Absence from School

Please **ring the school** on the day your child is to be absent or if your child is likely to be absent for a prolonged period, please phone the school to let us know. In many cases, if we haven't heard from the parent by 9.30am on the first day, we will ring to check that everything is okay.



# Guidelines for Parents

## Medication

We are able to administer medication at school as long as a consent form is signed. Ideally if a child is on an antibiotic course they should either stay at home, or a parent/guardian may come to school at lunchtime to administer the required dose. All children, including infants, must take responsibility for their own inhalers, and should carry them on their person, possibly in a purse belt. To try and help parents we realise that sometimes children will feel under the weather but with some 'Calpol' generally feel well enough to stay in school. A consent form is sent at the beginning of each academic year and a phone call will always take place before administering any drugs.

## Minor Accidents

All accidents, even minor abrasions, are logged in the School Accident Book, and a note informing the child's parents of the nature of the injury is sent home with the child. Parents will be contacted directly if the accident is considered to be more serious.

## Consent Forms

We ask all parents to **complete and return an annual consent form**, giving the school permission to take their child out of school on organised trips for the duration of that year. Parents will still be informed by letter of any trips that are taking place within school hours. Please note that you may take out Private Insurance Cover.

## School Uniform

**PLEASE! PLEASE! mark all items of school uniform clearly with your child's name (not initials). This saves us hours of searching and sorting identical looking items of clothing.**

## Playtime Snack

This is now a 'FRUIT ONLY TIME'. KS1 children are provided with a piece of fruit every day through the government's Fruit Scheme. Children are **not allowed** to bring either sweets or chewing gum etc to school. This also includes fruit products that come in wrappers. Whole fruit only.

## Water Bottles

Children are encouraged to bring in a wattle bottle to drink during lessons and throughout the day. Fruit juice and squash is not allowed in the classrooms; a separate bottle for lunch and playtimes can be brought in if necessary. Tooth decay is a big problem in Britain and in particular, Herefordshire. This is our attempt to minimise the impact on the children we care for every day.

## Lunches

You have the option to either send in a packed lunch with your child (no fizzy drinks) or order a hot meal. The children eat in the school hall at staggered times from 12pm. We currently provide Universal Infant Free School Meals for all the children in Reception, Years 1 and 2. We also offer Junior children the option to buy a hot dinner. Our provider is Golden Cross, who provide the hot dinners from an external kitchen based in Sutton. Information and menus can be viewed on our website or from the office.

## Money

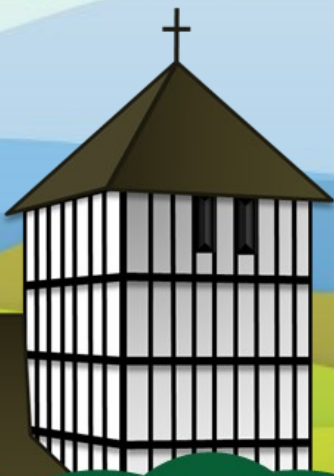
We are a cashless school, where payments for trips etc are done through our Parent Mail account. Details can be obtained from the office. Any money for school lunch payments need to be clearly labelled and in a sealed envelope.

## Letters Home

We try to keep you informed of everything that is happening in the school. Please help by replying promptly to letters, invoices etc. The vast majority of letters will come through our Parent Mail account, so no letters will get lost on their way home! Our main form of correspondence is the Weekly Newsletter which is placed on the website and also emailed out to parents. Copies can also be viewed in the reception area. Please ensure we have an active email address, as we like to celebrate the children's work, along with giving you important information regarding trips and any changes to the diary.



**"Now you are the body of Christ, and each one of you is part of it."  
"Each bee plays a part in the hive!"**



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