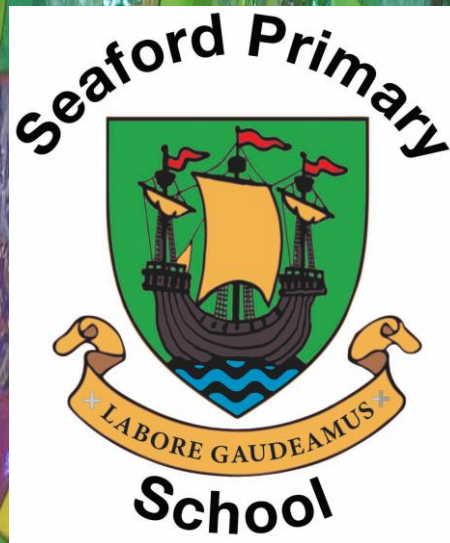


# Seaford Primary School Prospectus





Dear parents, carers and visitors,

Welcome to Seaford Primary School. As Head teacher I am extremely proud of our school and our fantastic children who make this such a great place to work and learn. We are committed to providing the very best possible care and education for all our children and our staff and governors are dedicated to ensuring each child experiences high quality teaching and learning which nurtures and supports their individual interests and talents.

We strive to provide our children with a vibrant, engaging curriculum which motivates and inspires them to become enthusiastic, life-long learners. We aim to provide the children with a rich, broad curriculum which embraces opportunities for creativity, the arts and sport.

The school enjoys a beautiful setting and we are lucky to benefit from expansive grounds which provide a wonderful resource for sport and outdoor learning. We also enjoy excellent links with our local community and we participate in many events and projects within the local area.

As a school we are committed to continual improvement and are dedicated to ensuring your child's time with us will be happy, enjoyable and inspiring. I hope you will enjoy visiting our school and seeing our school community at work.

I look forward to welcoming you to Seaford Primary School.

Chris Davey.



This prospectus gives you an insight into our aims, values and expectations. Our aim is to meet the needs of all the children in our care by providing an education which delivers outstanding teaching and learning, supports children to become active members of their community and prepares them for the future. Please visit our website: [www.seafordprimary.e-sussex.sch.uk](http://www.seafordprimary.e-sussex.sch.uk) for further information.

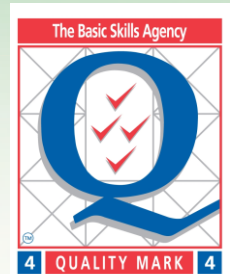
We all understand that school is a very important part of our lives and the experiences and opportunities we offer the children will enable them to be enriched, fulfilled and healthy citizens.

'This is a friendly school where pupils are happy. Their enjoyment of school is reflected in their above average attendance. Pupils make a good contribution to the smooth running of the school and speak enthusiastically about their participation in events, including singing in the choir at the O2 Arena.' (Ofsted)

Seaford Primary is a happy, friendly school with a very welcoming atmosphere. Our motto is 'Labore Gaudeamus' which means 'work joyfully'. We encourage our children and staff to work hard and aim high. Teaching staff focus on making the learning enjoyable (engaging) and good quality in all subjects, providing a broad and balanced curriculum (including enrichment/extra-curricular learning).

Our core values are to:

- provide affection, stability and a purposeful and structured experience;
- build and when necessary, rebuild children's self-belief;
- teach all children the things they really need to know and show them how to learn for themselves and with others;
- give all children opportunities, responsibility and trust in an environment which is safe, stimulating and humanising;
- listen to all our pupils, value their views and reflect and act on what they say;
- build bridges with parents, families and communities, working in partnership with other professionals;
- ensure all our pupils progress as fast as possible and achieve as much as possible;
- demonstrate and encourage high aspirations and expectations;
- ensure that high levels of achievement underpin the schools' work; put the child at the centre of everything we do



## Our Foundation Stage

At Seaford Primary School we ensure every child has the best possible start to their school life and we are firmly committed to enabling them to achieve their full potential.

We pride ourselves on our transition and induction procedures which ensure our staff develop positive and informed relationships with the children before they start school. We visit the children in their pre-school setting and discuss their learning and development requirements with the teachers there.

Our many invitations to specially organised events at school ensure the children will be familiar with their new learning environment and begin to feel comfortable and confident in the setting and with their teachers and peers.

We provide an exciting and stimulating learning environment where the children learn through the three prime areas:

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

Also the four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The children learn through play and are encouraged to be active, creative, imaginative and involved in their own learning.

However, the different play areas are carefully designed to provide a multitude of opportunities to guide and support the children's experience and thus to broaden their interests, understanding, knowledge and skills.

Learning topics are developed out of the children's own ideas and interests. Our environment includes a bright, spacious and secure outside area plus indoor activity areas and well-resourced classrooms.

*'The learning environment is very well organised indoors and outdoors. It provides children with an enjoyable range of activities. The Early Years Foundation Stage Leader is working well with her team and ensuring that new staff are developing their skills effectively. Staff plan together effectively to provide a good balance between the different areas of learning. Links with parents and carers are good. Induction procedures are effective and children quickly settle into school routines.'* Ofsted



## Our exciting curriculum.

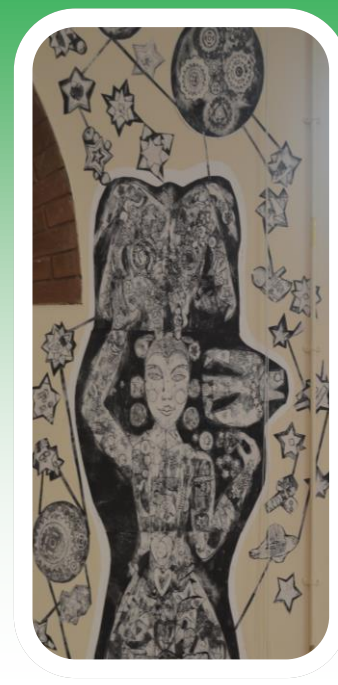
We have an engaging curriculum. It is based on core key skills around which we build Learning Adventures. These are the skills that the children need to be able to learn effectively as they enjoy the adventure. Our Learning Adventures link learning and activities across curriculum areas providing children with opportunities to apply skills, knowledge and understanding to different areas of work.

Learning Adventures are stimulated by a 'Super Starter' an event, previous piece of work, a visit or visitor. The children then actively participate in planning the activities that they will experience when following up this initial stimulus, the teacher having planned the skills, knowledge, concepts and attitudes that the children should learn. We encourage the children take ownership of their own learning by evaluating their own work and progress and setting their own targets for improvement. The children have a 'Fabulous Finish' to work towards. This may be a particular piece of work, performance, display, feast or visit. Learning Adventures are fun! They do not replace Literacy and Numeracy learning but they do put them into context, making them relevant, applicable and enjoyable.

We have three specialist staff members, two who teach music, and one who teaches French in Year groups 3 to 6. The use of these specialist staff members greatly enhances the educational experience of the children as well as further developing the respective areas of the curriculum.

As a school community we are committed to competitive Physical Education and sport. Every child receives two hours of taught P.E. or dance every week. This is usually divided between one session outside, usually games and one in our substantial hall, usually gymnastics or dance.





## Enrichment activities.

We take great pride in all the clubs and extra-curricular activities that we are able to offer. We offer a wide range of musical, arts and sports activities. Outside coaches as well as staff offer many sports clubs including: football, cricket (boys and girls), athletics, cross country, gymnastics. Volunteers also run nature clubs such as wildlife club and gardening club. The arts clubs include art and design, dance and drama; we also offer music clubs such as choir, chamber choir, Orchestra and guitar club. We also have a stylophone club! An exciting event in the choir calendar is taking part in a concert at the O2 Arena in London, every other year. The choir joins with approximately 8000 children in singing a wide range of styles of music - an awe-inspiring experience for both the children and parents/carers in the audience!

Please ask for more details about our clubs at the school office. A full list is available on our website: [www.seafordprimary.e-sussex.sch.uk](http://www.seafordprimary.e-sussex.sch.uk)

We also encourage the older children to run clubs. The children in years 5 and 6 organise and run many different clubs during break times and lunchtimes. These are always supervised by an adult and include mini choirs, dance clubs, football, ICT and animation clubs. The children do a fantastic and very responsible job in running these additional clubs.

*'Enrichment activities are varied and include a wide variety of visits, visitors to the school and extra-curricular music and sports clubs. Both pupils and their parents comment about how they value the many opportunities pupils have to be involved in sports activities.'* Ofsted





## Inclusion and Special Educational Needs.

We strongly believe that all children should be able to succeed whatever their individual needs. We recognise that these needs can be varied so our approach is flexible, designed to develop the necessary skills and strategies required by children to reach their potential.

Any child may have special needs at some stage during his or her school career. Such needs might arise from short-term emotional problems, perhaps caused by changes in the child's family, or from long term learning difficulties.

Class teachers deal sensitively with everyday problems, but sometimes they need more support. Our designated Inclusion Manager (Special Needs Co-ordinator) has responsibility for supporting and advising class teachers and for arranging for a child with special needs to receive whatever help and support is available. This might simply mean giving the child some much-needed comfort and re-assurance. It could mean providing extra support through small-group work for a while. Or it could perhaps mean managing a longer-term process in which the school works with parents to seek help from outside agencies.

When the need arises, the school can call on the TEALS service (for pupils whose first language is not English), Educational Psychologists and Speech Therapists as well as a range of private agencies supporting education in a variety of ways.

The Inclusion Manager will work with staff, parents, and the education authority if it is felt that additional resources. The Inclusion Manager monitors the development of all children with special needs as they progress through the school, in order to ensure that they are given the best help that is available.

'Pupils with special educational needs and/or disabilities and those with English as an additional language receive well-targeted support.' Ofsted

We also feel very strongly that all children have special talents. We actively seek information about children's talents, interests and hobbies so that their teachers are fully informed about them. We also celebrate children's achievements inside and outside school on a fortnightly celebratory newsletter.

*We have strong 'safeguarding' policies and practices in place in order to ensure that all of our children are safe and happy. The school will take any reasonable action to ensure the safety of our children and, where we have reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff follow Local Authority Child Protection Procedures accordingly. We are a successful non-bullying school and keenly watch for any forms of bullying, seeking to prevent any occurrences.*



## Working together.

At Seaford Primary School we value strong relationships between children, parents, staff, Governors and the wider community. We have established and maintained many close links and partnerships with local community groups, churches and schools. We believe that children benefit greatly from a close relationship between home and school and that the school can be much strengthened by parents' involvement and support. This belief can be expressed in many ways: creating an atmosphere of welcome in the school, new parents making individual visits to school, encouraging parents to help with classroom activities and school trips, and keeping parents informed about what the school is doing through workshops and information evenings. We also keep parents fully informed as to how their children are progressing.

The governing body includes four parent governors. They keep parents informed about governors' discussions and decisions.

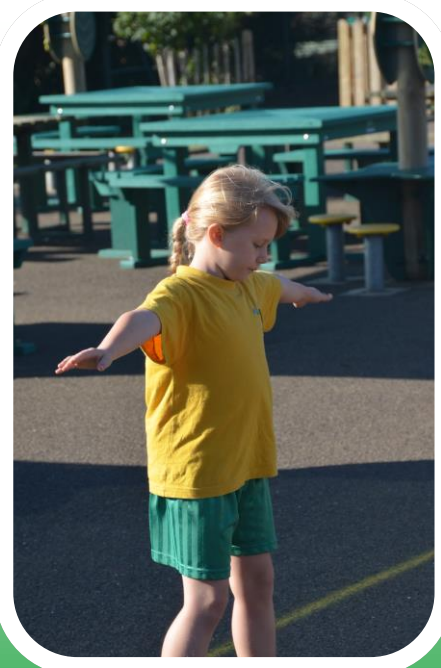
Parents, governors and staff can join together as members of our Parent-Teacher Association – MAD – which stands for 'Making a Difference'. We also work together to support children's learning; in the classroom; through the parent council; at information meetings. There are also, of course, many opportunities for parents to share the children's activities at concerts, sports fixtures, and other celebratory occasions, including weekly merit assemblies.

We encourage parents to speak to teachers or other staff in the first instance when they have a concern. The Headteacher or Deputy Headteacher are always available should you need to talk to them.

*'There is a strong parents' association that makes a good contribution to the school. Good partnerships that enrich the curriculum, especially in sporting events, have been forged with local schools and contribute well to pupils' learning experiences. Good links are established with agencies that provide guidance for pupils with special educational needs and/or disabilities. Good links have been forged with local churches and other organisations. Visitors from these organisations come into school and help in assemblies and classrooms.'* Ofsted







## Pastoral care

We are fully committed to promoting the welfare of our children. All members of staff are passionate about keeping our children safe and happy. Teachers will raise issues with parents as they arise. We endeavour to deal with problems on the day they arise. We place great emphasis on looking out for the welfare of our children and recognise that anxieties about matters at home or at school can affect their learning and lower their self-esteem. We listen to and value what children say to us.

Our programme of personal and social education encourages openness about feelings and teaching and non-teaching staff are always willing to listen to children and to try to solve any immediate problems. Should it prove necessary, our Inclusion Manager is able to give children extra support.

The School Health Service offers information to parents, staff, and children and is responsible for the routine screening and, with parent's permission, medical checks that are carried out during a child's years at school.

We need to know if children have a condition needing special regular treatment or medication. Only certain staff may administer medicines to children if parents give appropriate instructions and written permission, but we usually only give medication prescribed by a doctor. We can keep asthma inhalers safely at school for immediate use when needed. Please speak to the office staff if you have any questions about this.

*'There are a number of strengths particularly in the care provided by staff.'*

*'Pupils comment in their questionnaire that they receive good support and care from the staff and this helps them in their work.'*

*Ofsted*



## Joining Seaford Primary School.

Starting school is a very big step for both parents and children. We work very hard to ensure that the transition into our school is as smooth as possible at every step. We welcome prospective parents all year around and encourage full tours of the school during a normal working day. There is always an opportunity to meet with either the Headteacher or Deputy Headteacher when you visit. You can find the answers to your questions through this prospectus, our website, [www.seafordprimary.e-sussex.co.uk](http://www.seafordprimary.e-sussex.co.uk) or by asking us directly when you visit.

The arrangements for the admission of children to this school at age 4+ are made by the East Sussex County Council. A description of the criteria for this is tucked into the back of this Prospectus. Visit East Sussex County Council's website: [www.eastsussex.gov.uk/admissions](http://www.eastsussex.gov.uk/admissions) and apply on-line.

*"There are good strategies to help pupils joining the school settle quickly. As one parent wrote: "My son is extremely happy and making superb progress. He was reluctant before but is now very keen. All the staff are welcoming and friendly." Ofsted.*



