



Federation Headteacher: Mr M Elcock
Federation Deputy Headteacher: Mrs E Bourner



Friday 14th February 2025

Tri-School Federation Newsletter- Edition 3

Empower, Explore & Excel

Dear Parents/Carers,

As I pause to reflect on my journey within Synergy Multi-Academy Trust, I am overwhelmed with gratitude and pride. My first headship began in April 2022 at Antingham & Southrepps Primary School—an experience that challenged, shaped, and inspired me in ways I could never have imagined and by September, I had the privilege of leading our federation of three incredible schools.

Early on, a child shared a Norfolk saying with me: *'Do different, but do it right.'* That phrase perfectly sums up our schools—proud of their history yet always evolving to give every child the best start in life.

Each school has its own story, yet they are all built on the same foundation—strong communities, resilience and ambition. Antingham & Southrepps has been a place of learning for generations. Corpusty has long been a pillar of opportunity. Foulsham, with its deep ties to Norfolk's educational heritage, continues to shape future ambitions. More than schools, they are places where knowledge, values, and traditions are passed down and strengthened.

Education here is more than lessons; it's about shaping confident, capable individuals who will go on to make a difference. Our curriculum reflects this, ensuring that learning is hands-on and connected to real life. In 'Sow, Grow and Farm,' pupils explored sustainability and the journey of food from farm to table. In 'Muck, Mess and Mixtures,' they investigated materials, linking their discoveries to the agricultural practices shaping our community. One pupil reflected, *"I never knew the soil under our feet affects how food grows! It made me think about how much farmers do to take care of their land."* This is why I localised our curriculum—to ensure children not only learn but also develop a real appreciation for the world around them. Rural knowledge is not just something we observe; it is something we understand, respect, and integrate into learning.

These experiences reflect the values at the heart of our schools—hard work, self-sufficiency, and a deep respect for heritage. This journey has taught me as much as I have taught others, and for that, I am deeply grateful. Education is a shared journey, and I leave with appreciation for all that I have learned.

Celebrating Our Achievements

- **Phonics Success:** 83% of Year 1 pupils at Corpusty and 88% at Foulsham are expected to pass the Phonics Screening Check, exceeding the national average of 79%.
- **EYFS Strengths:** 67% of Reception children at Corpusty and 57% at Foulsham are on track for a **Good Level of Development (GLD)**, ensuring a strong foundation for learning.
- **Pupil Premium Impact:** 72% of pupils receiving additional support are achieving expected or better outcomes, showing the effectiveness of targeted interventions.



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- **Pastoral Care:** Thrive sessions and self-regulation strategies have helped pupils develop confidence, resilience, and independence.

School-Specific Highlights

Antingham & Southrepps Primary:

- 71% of children demonstrate increased confidence through wellbeing initiatives.
- Targeted interventions continue to support SEND pupils effectively.

Corpusty Primary:

- 50% of Year 6 pupils are on track to meet the expected standard in Reading, Writing, and Maths, working towards national benchmarks.

Foulsham Primary:

- 71% of Year 6 pupils are expected to meet the Reading standard, with 43% achieving greater depth in Maths.

The schools are in a strong position, and I am confident they will continue to thrive. Thank you for your trust, support and belief in our vision.

Wishing you all a good half term.

Kind regards,
Mr M Elcock
Federation Headteacher



Our Value for Next Half Term: Patience

Patience helps us stay calm, support others, and understand that good things take time.

How to Show Patience:

- Wait your turn without complaining.
- Listen carefully when others speak.
- Stay calm when things don't go your way.
- Keep trying even when something is difficult.



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Impact on Ourselves:

Builds resilience and self-control – When we practice patience, we learn to manage our emotions, stay focused on our goals, and keep going even when things are challenging. This helps us grow stronger and achieve success in the long run.

Resilience helps us overcome obstacles, handle disappointment and develop a positive mindset. I

Reminder – Punctuality and Attendance

A gentle reminder that school starts promptly at 8:45am. Arriving on time is essential, as lateness can impact learning and disrupt routines. However, in line with our commitment to working together, all staff continue to support and encourage regular attendance, working closely with children and families to ensure every pupil receives the best possible education.



Tri-School Federation: Tiered Approach to SEND Support

Our Tiered Approach ensures that all pupils receive the right level of support tailored to their individual needs, with the understanding that an Education, Health, and Care Plan (EHCP) is not always the final step. Support is flexible and adjusted as needs evolve

1. Universal Support	2. Targeted Support	3. Specialist Support
<p>This foundational level ensures all pupils have access to:</p> <ul style="list-style-type: none"> • High-quality, inclusive teaching strategies. • Differentiated instruction to meet diverse learning needs. • Visual aids, clear routines, and supportive classroom environments. <p>Who benefits? All pupils, including those with mild or occasional additional needs</p>	<p>For pupils requiring additional assistance beyond classroom strategies, we provide:</p> <ul style="list-style-type: none"> • Small group or 1-to-1 interventions to address specific challenges. • Support from specialists such as speech and language therapists, where appropriate. • Regular progress reviews and personalised plans. <p>Who benefits? Pupils needing short-term or moderate adjustments to reach their potential.</p>	<p>For pupils with significant or long-term needs, we offer:</p> <ul style="list-style-type: none"> • Personalised provision plans developed in collaboration with parents and professionals. • Access to external specialists (e.g., educational psychologists, occupational therapists). • Applications for EHCPs, where additional funding or formalised support is required. <p>Who benefits? Pupils with complex needs requiring intensive, sustained support.</p>



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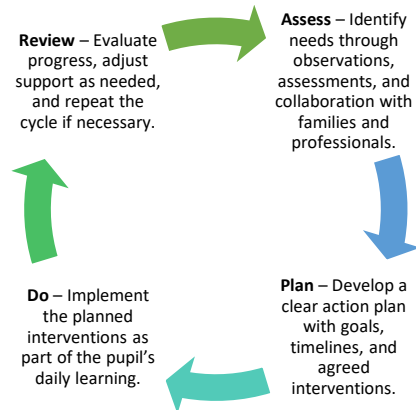


What is the Graduated Approach?

The Graduated Approach is a step-by-step framework used in schools to support children with Special Educational Needs and Disabilities (SEND). It ensures that support is tailored, targeted, and re The Four-Step Cycle

Levels of Support

1. **Universal Support** – High-quality teaching and inclusive strategies for all pupils.
2. **Targeted Support** – Small group or 1-to-1 interventions for pupils needing additional help.
3. **Specialist Support** – External professionals or EHCPs for pupils with complex, long-term needs.



Does Phonics Always Work?

Phonics is a highly effective method for teaching reading, but it does not work for every child. While systematic phonics instruction benefits most learners, some pupils—particularly those with dyslexia, speech and language difficulties, or processing challenges—may struggle with segmenting and blending sounds.

Going forward, all staff across the Tri-School Federation will incorporate alternative reading approaches alongside phonics to ensure all pupils can access reading effectively. For these pupils, alternative or complementary approaches may be more effective, including:

- ✓ Whole-word reading (sight recognition)
- ✓ Guided reading (comprehension-focused learning)
- ✓ Functional reading (real-world literacy)
- ✓ Picture-based reading (e.g., PECS, Colourful Semantics)

A flexible, personalised approach ensures that every child develops essential reading skills in a way that suits their individual needs.



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Lockdown Emergency Plan

The Lockdown Emergency Plan ensures the safety of pupils, staff, and visitors in response to a potential or immediate threat. This plan will be followed by all schools within the Tri-School Federation.

Lockdown Types

- Partial Lockdown – Movement restricted; learning continues.
- Full Lockdown – Immediate threat; all remain in secure

locations.

Signal – A staff member blows a whistle to initiate lockdown.

Immediate Actions:

- Staff secure doors and windows.
- Pupils remain calm and silent.
- Blinds closed, lights off if needed.
- Communication – The school liaises with emergency services.

All Clear – A designated signal will end the lockdown.

Parental Guidance

- Do not visit the school during a lockdown.
- Regular drills ensure preparedness.
- Updates will be shared via official channels.
- Safety remains our priority.

Co-Chair of Governors & Vice Chair Announcement

We are pleased to announce the appointment of our **Co-Chair of Governors** and **Vice Chair** for the Tri-School Federation. Their leadership will play a crucial role in **supporting school improvement, governance, and strategic decision-making** across our schools.

Working closely with the Executive Leadership Team, they will help ensure accountability, drive forward our vision, and advocate for the best interests of our pupils, staff, **and wider community**. We look forward to their continued support in strengthening our federation.



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- **Co-Chairs of Governors:** Sia Vare & Thomas Robinson
- **Co-Vice Chairs:** Madeleine Jones & Robin Gaine

Antingham & Southrepps 200-Year Anniversary

In 2026, Antingham & Southrepps Primary School will celebrate an incredible 200 years since it was founded by Lord Suffield in 1826. This school has been at the heart of our community for generations, shaping lives and creating memories. Now, we want to hear from you!

How should we mark this special milestone? A heritage project, time capsule, community celebration, or something completely unique? Your ideas, stories, and memories will help make this a truly meaningful event.

Please share your thoughts with us. Let's celebrate our history and future together!

Staffing Updates & Shoutouts

Staff Updates

Antingham & Southrepps Primary School

Mrs. French – Year 1, 2 & 3 Teacher We are delighted to welcome Mrs. French, an experienced teacher with extensive expertise in Early Years education. She has made an excellent start teaching Year 1, 2, and 3, building strong relationships with the children and understanding their individual needs. In addition to her teaching role, she will oversee our Early Years Foundation Stage (EYFS) provision and mentor our Early Years Early Career Teacher (ECT), supporting their professional development.

Mrs. Brown – EYFS Teacher

We are also pleased to welcome Mrs. Brown, who has settled in exceptionally well as our EYFS teacher. She and her teaching assistant have already made a significant impact, working closely with our youngest learners and becoming valued members of the Antingham & Southrepps school community.

Miss Fox – Maternity Leave

Before Christmas, Miss Fox began her maternity leave, and I am thrilled to share the wonderful news that she has welcomed her first child, a beautiful baby boy named Ben. Both Ben and the family are doing well, and I am sure you will join me in sending our warmest congratulations to them. We look forward to welcoming Miss Fox back towards the end of 2025.



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Miss Gillespie - New Breakfast Club Leader and Learning Support Assistant We have recently appointed a Breakfast Club Leader and Learning Support Assistant, who is already working closely with key children, ensuring a positive and structured start to their day.

Foulsham Primary School

Mrs Marshall – Maternity Leave & Trust Support

As you may be aware, Mrs. Marshall is due to begin her maternity leave. The Trust has been incredibly supportive in helping us try and find an experienced Senior Teacher to ensure continuity and stability during her July. Further details regarding staff arrangements will be communicated shortly.

Corpusty Primary School

Mrs Coleman- Learning Support Assistant

We are pleased to announce that a new 1:1 Learning Support Assistant with SEND experience will be joining Corpusty Primary School after half-term. They will be working closely with children who require additional support, helping to create an inclusive learning environment tailored to their needs.

Miss Gilbert

I am pleased to share some wonderful news—Miss Gilbert has welcomed a healthy baby, Baby Dolly! We send her our warmest congratulations and best wishes as she enjoys this special time with her new arrival.

Mrs Pilgrim-Hastings

Additionally, I'm happy to report that Mrs Pilgrim-Hastings has settled in well. Thank you to everyone who has supported her transition.

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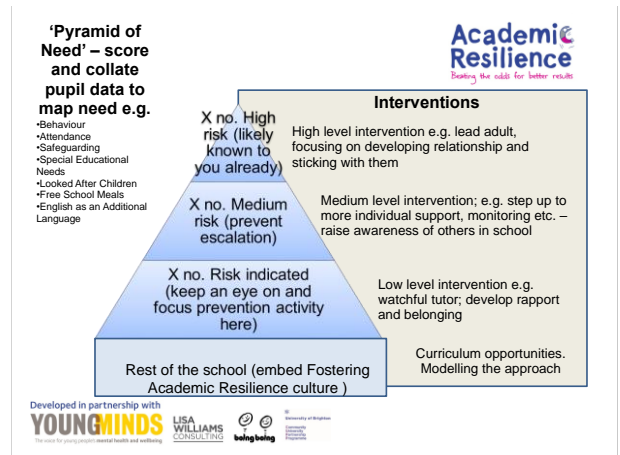


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Pyramid of Need

As part of our strategic safeguarding approach, we are committed to early intervention to ensure every child feels safe, supported, and ready to learn. Using the Pyramid of Needs as a guiding framework, our schools prioritise pupils' well-being, development, and emotional security, helping them to thrive and reach their full potential.



Health Plans vs. EHCPs

Across the Tri-School Federation, we strive to ensure every child receives the support they need to thrive. Parents often ask about the difference between Health Plans and Education, Health, and Care Plans (EHCPs).

Here's a quick guide:

- Health Plans: Focus on managing medical needs (e.g., asthma, diabetes, allergies) or mental health conditions like anxiety within the school setting. Developed with parents and healthcare professionals, these practical plans outline how staff can support your child's wellbeing at school.
- EHCPs: Legally binding documents for children with significant SEND. EHCPs combine education, health, and care support in one comprehensive plan, funded by the local authority, ensuring access to specialist help for their learning and development.

If you think your child may benefit from additional support, please contact the school SENDCO – we're here to help.

Enrichment Week: Empower, Explore, Excel

Monday 10th March 2025

Enrichment Week is a chance for pupils to develop confidence, explore new opportunities, and excel in real-world skills. Through careers education, hands-on learning, and community projects, they will build resilience, creativity, and teamwork—helping them flourish in school and beyond. A week of learning, growth, and inspiration!





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Key Reforms Relevant to Our Schools & Parents

The Children's Wellbeing and Schools Bill introduces several reforms that may directly impact our Tri-School Federation and the families we serve. The following changes are particularly relevant to our schools and parents to be aware of in the coming months:

- **Free Breakfast Clubs** – All primary schools must offer free breakfast clubs to support pupil wellbeing and learning.
- **School Uniform Costs** – Limits branded items to make uniforms more affordable for families.
- **Register of Home-Educated Children** – Local authorities will track children not in school to ensure safeguarding and suitable education.
- **Regulation of Independent Schools** – Strengthens oversight of unregistered education providers to ensure quality and safeguarding standards.
- **Teacher Qualifications** – All teachers must have or be working towards **Qualified Teacher Status (QTS)** to maintain high teaching standards.
- **Academies & National Curriculum** – Academies must follow the **national curriculum** to ensure consistency in education across all schools.

These reforms aim to improve education, support families, and ensure every pupil flourishes.

Phonics Screening Check (Year 1 & Year 2 Retakes)

Week commencing Monday 9 June 2025

The Phonics Screening Check assesses pupils' ability to **decode and read words fluently**. This statutory assessment ensures that pupils have developed strong phonics skills to support their reading progress. Year 1 pupils will complete the check, with Year 2 pupils reattempting if necessary.

Multiplication Tables Check (Year 4)

Monday 2 June – Friday 27 June 2025

The Multiplication Tables Check evaluates pupils' **quick recall of multiplication facts up to 12x12**. This digital assessment ensures pupils have secured essential mathematical foundations, supporting their progression in more advanced numerical concepts.

For further details or support, please contact the **school office or SENDCO**.

Statement of Expected Adult Visitors on School Premises

Purpose

The Tri-School Federation is committed to ensuring a safe, respectful, and professional environment for students, staff, and visitors. This statement outlines the expectations for all adults visiting school premises and the procedures in place to maintain a positive and secure learning environment.



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Expectations for All Visitors

All adult visitors, including parents, carers, contractors, and external professionals, must follow these expectations:

1. Respectful Communication

- Visitors must communicate with staff, students, and others in a courteous and professional manner.
- Any form of shouting, aggressive language, or inappropriate comments will not be tolerated.

Schools have the right under the Education Act 1996 to take action against disruptive behaviour.

2. Appropriate Conduct

- All visitors must behave in a manner that sets a positive example for students.
- Physical aggression, threats, or intimidation towards anyone on site are strictly prohibited.
- The Protection from Harassment Act 1997 applies to repeated or threatening behaviour.

3. Compliance with School Procedures

- All visitors must sign in and wear a visitor badge while on site.
- Visitors must follow safeguarding and health and safety requirements at all times.
- Under the Health and Safety at Work Act 1974, all visitors have a responsibility to adhere to school safety measures.

4. Use of Social Media and Online Conduct

- Visitors must not post defamatory, inflammatory, or aggressive content regarding the school, staff, or students.
- Any concerns should be addressed through the correct school procedures rather than on social media.
- The Equality Act 2010 protects individuals from online harassment and discrimination.

5. Zero Tolerance for Abuse

- Any verbal abuse, physical aggression, intimidation, or harassment will result in immediate action.
- The school reserves the right to ban individuals, report misconduct to authorities, or take legal action.
- The Public Order Act 1986 gives schools the right to enforce action against disruptive conduct.

6. Respect for School Property

- All visitors must treat school property with care.
- Any damage to school property may result in financial liability and further consequences.
- Under the Criminal Damage Act 1971, intentional damage to property is a criminal offense.

7. Photography and Recording

- Visitors must not take photographs or record on school premises without prior authorisation.



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- Any unauthorised capturing of images or recordings may result in action.
 - The Data Protection Act 2018 protects the privacy of students and staff.
8. Resolution of Issues
- Any concerns should be addressed through proper communication channels.
 - Aggressive or disruptive behaviour when raising issues will not be tolerated.
 - Schools have the right under the Education Act 1996 to remove disruptive individuals from the premises.

Consequences for Non-Compliance

Failure to adhere to these expectations may result in:

- Verbal or written warnings from school leadership.
- Restricted access or banning from school premises.
- Police involvement in cases of serious misconduct.
- Legal action where necessary, in accordance with UK laws.

Reporting Concerns

Any incidents of inappropriate behaviour should be reported immediately to the Executive Headteacher or a designated safeguarding lead. The Federation will handle all reports confidentially and professionally, following legal and statutory guidance.

Tri-School Federation: Working Together for Attendance Success

Our Tri-School Federation is committed to ensuring all pupils flourish by maintaining a 96% attendance target across our schools. We follow the Norfolk Staged Intervention Model to support families and improve attendance through:

- ✓ Early identification of attendance concerns.
- ✓ Positive engagement with parents and pupils.
- ✓ Targeted support and interventions before formal action is taken.

To ensure a smooth and productive start to the school day, please remember:

- 🕒 **School gates open at: 8:30am**
- 🕒 **Morning whistle/bell: 8:40am** (pupils should line up)
- 🕒 **Lessons begin promptly at: 8:45am**
- 🕒 **Gates close at: 8:55am** – arrivals after this time are marked as **late**

Being on time helps pupils settle in, maximise learning time, and develop good habits. Please support your child in arriving promptly. Persistent lateness may require further intervention. Thank you for your cooperation!



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Family Network Approach

The Family Network Approach ensures that children and families receive early support through a community-driven and multi-agency approach. This model:

- ✓ Identifies challenges early to prevent escalation.
- ✓ Encourages collaboration between schools, professionals, and families.
- ✓ Provides tailored support to meet individual needs.
- ✓ Strengthens resilience within the family unit.



By working together, we create a supportive environment where children can thrive. Learn more: Norfolk Early Help.

Relationships, Sex, and Health Education (RSHE)- 1 Decision

From Spring Term 2, we'll be delivering RSHE (across all year groups). We know that some of these topics—like friendships, mental health, puberty, and online safety—can lead to awkward conversations at home. To help, here are some useful tips for supporting your child's learning:

- **Keep it casual** – Find natural moments to chat, like during a car journey or while making dinner.
- **Be open & honest** – It's okay not to have all the answers! Show your child that it's normal to ask questions.
- **Avoid shutting them down** – Even tricky questions deserve a safe space for discussion.

RSHE Expectations

To maintain a safe and consistent learning environment:

- Ground rules will be set at the start of every lesson
- An RSHE Box will be available for anonymous questions.
- Classroom doors will remain open during lessons.
- Ideally, two adults will be present (where possible).
- Teaching will be sensitive and inclusive to support all pupils.
- SLT/ELT monitoring will ensure quality and consistency.
- Any concerns must be reported to the Designated Safeguarding Lead (DSL).



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Sex Education (Year 6 Only)

Year 6 will cover conception and human reproduction as part of an optional sex education unit, which complements the science curriculum. Parents wishing to withdraw their child must submit a formal request.

Dear Parents,

I write to you with a sense that perhaps spring is around the corner with evenings becoming a little lighter.

This half term has seen the children across the federation return from the Christmas break and really focus back into learning within their classes. As I complete learning walks through each school, I am able to spot real progress being made in all areas of the Curriculum. I would like to extend my thanks to all that parents, carers and families are doing to promote phonic knowledge and reading at home with your child. We have several children who are making accelerated progress through the phonic scheme and are developing as confident readers, it is a joy to see. A highlight of the half term was seeing so many parents keen to join in some fun and learning within our number day celebrations. This week all classes have spent some valuable time exploring safer internet day, perhaps at home you can continue conversations around this theme it is such an important issue for our children.

I would like to take this opportunity to wish you all a restful and fun half term.

Kind regards,
Mrs Bourner





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Federation Diary Dates – Spring Term 2025

- **World Book Day** – Friday 7th March 2025
(Tom Briggstone P4C workshop for all the classes. Come dressed as your favourite book character!)
- **Sponsored Pancake Flipping** – Tuesday 4th March 2025
- **Curriculum Enrichment Day** – Thursday 13th March 2025
- **Year 5 & Year 6 Puberty Talk** – Monday 17th March 2025
- **Neurodiversity Celebration Week** – Monday 17th to Sunday 23rd March 2025
(Celebrating the diverse ways in which our brains work and raising awareness about neurodiversity.)

Federation Diary Dates – Summer Term 2025

- **Key Stage 2 Statutory Tests** – Monday 12th May to Thursday 15th May 2025
 - 12th May: English grammar, punctuation and spelling papers
 - 13th May: English reading
 - 14th May: Mathematics papers 1 and 2
 - 15th May: Mathematics paper 3
- **Multiplication Tables Check (Year 4)** – W/C Monday 2nd June 2025
- **Phonics Screening (Year 1/2 Retakes)** – W/C Monday 9th June 2025
- **FPS Sports Day** – Monday 30th June 2025
- **CPS Sports Day** – Tuesday 1st July 2025
- **A&S Sports Day** – Wednesday 2nd July 2025
- **Year 6 Federation Leavers Event – Tubing** – Date TBC in early July
- **Step-Up Day (Transition Day)** – Thursday 10th July 2025
An opportunity for children to spend a day with their new teachers and classrooms in preparation for the next academic year.
- **SLT Staff vs. Year 6 Football Matches**
Parents/carers are invited to cheer along for these special events!
 - FPS – 2:00 pm Friday 11th July 2025
 - CPS – 2:00 pm Friday 11th July 2025
 - A&S – 2:00 pm Friday 11th July 2025
- **FPS Year 6 Leavers Assembly** – Tuesday 15th July 2025
- **CPS Year 6 Leavers Assembly** – Wednesday 16th July 2025
- **A&S Year 6 Leavers Assembly** – Thursday 17th July 2025