

# SCHOOL PROSPECTUS

## 2022-2023





# OUR SCHOOL

A village school has been situated on the present school site since the 1860's. The school building has been gradually extended and refurbished over the years with the latest building programme being completed in 1990/1991. The school is currently housed in two blocks, one built in the 1960's and one which combines the original features of the Victorian building with the new extension. The school building consists of ten classrooms, a library, a music room, a hall, playground, playing field, administrative accommodation and a kitchen. The school grounds have been extensively developed and include an adventure play area, and various environmental features. The buildings and grounds are very attractive and enable us to provide a stimulating and interesting environment for learning and play.

The school is a Church of England School and there is close contact with St Andrew's Church, Sutton. It is also voluntarily controlled (abbrev. VC) by the County of Cambridgeshire. Boys and girls are admitted to the school between the ages of 4 and 11.

Within a lively and orderly environment we aim to:



- ✓ Stimulate in the children a sense of curiosity and excitement about the world and to encourage them to search for truth, meaning and purpose in life.
- ✓ Develop in pupils a self-assured, self-disciplined and caring attitude.
- ✓ Encourage the development of self-esteem in the children, a recognition of their worth, the worth of others and a readiness to take their place in society.
- ✓ Foster the partnership with parents and strong links with other schools and the wider local community.
- ✓ Promote knowledge of right and wrong, based on the beliefs of world religions with emphasis on the Christian faith practice.
- ✓ Promote a tolerance of others and sense of community which respects the value of each individual.

# SAFEGUARDING

Safety of children is our number one priority, from security of the site to the welfare of each individual. We have very clear guidelines in place to ensure our safeguarding is robust. We ensure that all staff, volunteers and visitors have current DBS checks before working with children.

Our Principles:

- The welfare of children, and their wishes and feelings are afforded consideration when developing and carrying out school activities
- All children have equal rights to support and protection irrespective of their race, age, ability, gender, language, religion, sexual orientation and culture
- All staff and volunteers have a professional role to identify and respond to the needs of children and report any concerns immediately

The school has three Designated Safeguarding Leads. These are as follows:



Mr Harrison  
Headteacher



Mrs Garbutt  
Deputy Headteacher



Mrs Wallace  
Assistant Headteacher

# OUR VISION

*Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10).*

*The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.*



# OUR CORE VALUES

## STRIVE

- SAFE** We uphold and protect each other's rights to be safe from harm
- TOGETHER** We celebrate our place within local, national and global communities
- RESPECT** We celebrate and embrace our differences
- INTEGRITY** We are open and honest with one another
- VALUED** We listen to and respect each other's views
- EXCELLENCE** We try our best so that we may reach our full potential

# OUR HOUSE TEAMS



At Sutton Primary School, we have four house teams. These are based upon inspirational figures linked to nurturing and caring for our environment. When children join, they are allocated to a house team. For each house, we have a male and female house captain from Year 6. House Captains are responsible for promoting the ethos and values of their house, encouraging pupils to do their best in house competitions, and helping staff organise competitions.

In line with our Behaviour Policy, throughout each day pupils can earn House Points for excellent effort in learning, excellent effort when completing home learning tasks, being an outstanding role model as well as many other opportunities.

House Points accumulated each week are counted and in our weekly Celebration Assemblies the winning house for the week is announced. At the end of the academic year, the winning house is awarded the Rev. Mary Hancock House Cup.

# OUR SCHOOL DAY

The school day starts at 8:40am for Reception and Key Stage 1, and 8:45am for Key Stage 2. The end of the school day is staggered depending upon the Key Stage; 3:10pm for Reception and Key Stage 1 and 3.15pm for Key Stage 2 children.

To ensure fair access to school resources and facilities, timetables have also be staggered to minimise loss of valuable learning time.

	Reception	Key Stage 1	Key Stage 2
Registration	08:40		08:45
Session 1	08:55 – 10:00		08:55 – 10:15
Break	10:00 – 10:15		10:15 – 10:30
Session 2	10:15 – 11:50	10:15 – 12:00	10:30 – 12:30
Lunch	11:50 – 12:45	12:00 – 12:45	12:30 – 13:15
Session 3	12:45 – 15:05	12:45 – 15:05	13:15 – 15:10
End of School Day	15:10		15:15

Pupils arriving after 8.55am are late and will be marked accordingly in the register. Please ensure your child comes to school on time. Pupils who are late should report to the school office.

**If you bring your child to school by car, we would ask you to note and respect the parking restrictions around the school site. Please help us to keep our children and families safe by driving slowly in the streets by the school and be aware that children and adults may be crossing the road. You are welcome to park in the Brooklands car park. This will help to reduce congestion.**

# ATTENDANCE & PUNCTUALITY

Good attendance and punctuality helps the children to settle in school and not miss out on vital learning and social experiences. Children with poor attendance can fall behind and catching up can be tricky. It is the parents' responsibility to ensure that there is good attendance. The senior leadership team monitor attendance and will contact parents should they become concerned.

Children need to be in school everyday unless ill or there are exceptional circumstances. We expect every child to have a minimum attendance of 96%.

Doors open at 8.40am for Reception and Key Stage 1 and 8:45am for Key Stage 2 so please be ready to come in at that time. Parents should bring their child round to the classroom door and wait with them until the teacher opens the door. Registers close at 8.55. After that children will need to go via the office and will receive a late mark.

School finishes at 3.10pm for Reception & Key Stage 1 and 3:15pm for Key Stage 2 each day and parents should collect from the classroom door.

If your child is ill, you must call the school office to let them know that your child is ill and what symptoms they have and when you expect them to return.

Appointments for dentists/ opticians/ doctors etc should, wherever possible, be made out of school hours. If this is not possible the child should come to school beforehand and should be returned to school as soon as possible afterwards. Where appointments are booked, parents must inform the office.

Holidays during term will not be authorised and could result in parental fines.





# COLLECTIVE WORSHIP

There is a daily act of Collective Worship which aims to develop spiritual, moral and cultural development. It is a time of reflection and contemplation. Assemblies provide a time for exploring important issues that affect the school, national and international community. We also learn about faiths and inspirational figures, whilst also celebrating achievements within our school community. Parents have the right to request that their children be withdrawn from religious assemblies on faith grounds. Parents wishing to exercise this right are requested to do so in writing to the Headteacher.



# ADMISSION TO SCHOOL

## Appeals

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the Local Authority and agreed with the Headteacher and the Governors. If the number of children wanting a place is below this set figure all will be admitted. There may, however, come a point when there are too many children of a year group for them all to be given a place. If this should happen this will be referred to the LA.

### **Oversubscription Criteria for Community and Voluntary Controlled schools**

Children who have a Statement of Special Educational Need (SEN) / Education Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with a statement of SEN / EHCP that does not name the school will be referred to the Statutory Assessment Team (SAT) to determine an appropriate place.

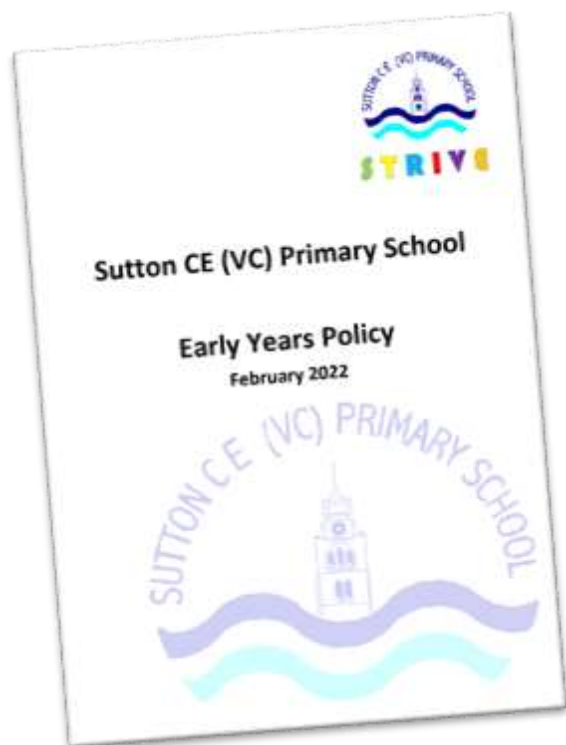
1. Children in Care, also known as Looked After Children (LAC), and children who were previously Looked After but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order;
2. Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted.
3. Children living in the catchment area with a sibling at the school (or partner infant/junior school) at the time of admission;
4. Children living in the catchment area;
5. Children living outside the catchment area who have a sibling at the school (or partner infant/junior school) at the time of admission;
6. Children of members of staff, providing that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
7. Children who live outside the catchment area, but nearest the school as measured by a straight line.

# ADMISSION TO SCHOOL

## Admission to the Foundation Stage

By law, provided you have made an application, you will be offered a place for your child for the Reception Year from the September following their 4th birthday. On receipt of the offer of a school place you can choose to take up this place on a full time basis (after following the school's planned induction timetable), take up this place on a part-time basis until the beginning of the term after their 5th birthday, or defer your child's admission to the school until the beginning of the term after their 5th birthday, when they must legally start school. Please note that should your child's birthday be after the 1st April, and you decide to defer your child's admission to the school the following September, your child will be admitted to school according to their date of birth. This means that they would be admitted into Year 1, not Reception.

For those children starting full-time in September, they will begin the Autumn Term a few days later than the rest of the school. During these first few days in school your child will attend school in the mornings only (going home before lunch), and then staying for lunch. After these first few days, all children will be expected to attend full-time, although, for exceptional circumstances, a later start date can be negotiated with the Headteacher. For those children starting at a later date, information will be made available nearer the time. Further details of the arrangements, as they affect your child, will be sent to you during the summer term before admission.



# ADMISSION TO SCHOOL

## Starting School

During the summer term children who are due to start school the following September are invited, with their parents, to visit the school. Children also make visits with their pre-school leaders during this term. Parents are informed of these arrangements in a letter which is sent directly to them early in the Summer Term. These visits have proved most successful in familiarising the children with their new environment and helping them to settle happily at school.

Children who moved into the village or for some other reason start school at Sutton CE (VC) Primary School when they are older than 4 years are also invited to visit the school prior to their first day. If you wish to visit with your child please simply call for an appointment.

We offer the following induction to children new to the Early Years Foundation Stage:-

A Home Visit. We feel that it is important that the first contact that your child has with the members of staff who will be teaching your child during the school day, is in the security of their own home. The meeting will give you and school staff the opportunity to exchange vital information so that staff can begin to plan a personalised learning programme for your child right from the start.

A Staggered Start:

w/c 5.9.22:	8:40 – 11:40am
w/c 12.9.22:	8:40am – 12:45pm (Mon-Tues) 8:40am – 3:10pm (Wed- Fri)
w/c 19.9.22:	Full time



## The Foundation Stage Curriculum

Here at Sutton we believe that high quality early years experience in school is of vital importance and can have a lasting effect on a child's attitude to education, personal and social skills and attainments. First days at school for young children are a mixture of all kinds of emotions. The school day and its demands can be quite daunting and, at first, very tiring. The children follow the Early Years Foundation Stage framework (EYFS). Your child will be engaged in a variety of activities, providing a balanced and stimulating curriculum which will develop each child's potential. We develop children's interests through observation whilst they are using the continuous provision this in turn informs our planning.

# OUR SCHOOL UNIFORM

Children are proud to wear the Sutton Primary School uniform and it has many benefits such as giving a sense of belonging and making it easier for staff to identify children when on school trips. As all children are expected to wear the uniform it can make a child feel uncomfortable if they are not dressed in the same way as other children at the school. Your co-operation is very much appreciated.

Official Sutton CE (VC) Primary School uniforms with the school logo can be ordered from our supplier, <https://www.brigade.uk.com/parents/school/SU3530PD/>. Our uniform is as follows:

- navy blue jumper or cardigan
- white polo shirt/formal shirt
- grey/black trousers, shorts, skirt or pinafore dress
- blue and white check summer dresses
- black or grey socks for boys
- grey or white tights for girls or white socks
- black school shoes or black trainers
- PE kit – black shorts and house colour round neck tshirt (blue, green, red or yellow)
- PE kit – plain black tracksuit/jogging bottoms for outdoor PE

**\*No jewellery of any description is to be worn in PE session. This includes studs in pierced ears.**

Please be aware that children often sit cross-legged, so to avoid embarrassment, skirts should be a suitable length to protect modesty. If a child comes to school inappropriately dressed for school we will contact you to discuss the matter.



# OUR CURRICULUM

Across the school, we follow the National curriculum and a cross curricular approach to learning. There is a clear focus on maths and English, but we strive to ensure that there is a broad, balanced and engaging curriculum across the school. Wherever possible clear links are made between subjects and each term classes have a different topic focus. Children develop their knowledge, skills and understanding and we provide a clear progression for these across the school.

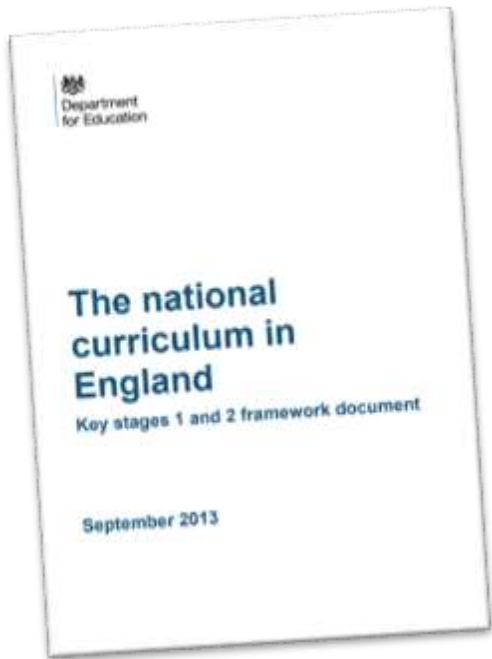
At Sutton we have a carefully designed curriculum that promotes the curiosity of our pupils. We plan progressive learning with clear yearly objectives which build in small steps, recapping before moving on.

We provide differentiated challenges and deliver a learning without limits approach with children choosing their starting points and when to move on to more challenging work.

We believe that if pupils are involved in the learning they will understand and remember. We plan enquiry based learning across all areas with children actively being involved. Our curriculum capitalises upon links between subjects which helps to make learning stick. Our curriculum is memorable through the use of engaging activities, trips and visitors as well as carefully planned entry and exit points into new main topics. Where clear links cannot be made, we teach subjects discreetly. Before planning a new topic we ask the pupils what they already know and what they would like to find out. Our curriculum evolves and is re-evaluated regularly to ensure that we are providing a relevant content to our children.

At the start of each year, for English and maths, we share expectations with parents. As the year progresses we update parents as to the progress that their child is making towards them, putting in extra support where children are finding the year group work too challenging and stretching where children show aptitude for a particular area. We ensure work provided is at the correct level for your child to enable them to make good progress.





### English

When our children leave Sutton we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair.

We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

## Phonics

Sutton Primary School uses a systematic synthetic approach to phonics and follows the Read Write Inc. scheme. Children move through phases as they progress from Foundation to Year 2 and develop the skills in order to be able to read and spell. The scheme uses a review, teach, practise, and apply model and this is consistent across the school. Children have access to decodable reading books that match what they are being taught in phonics lessons and are read with regularly at school, and are encouraged to read daily at home. Our aim is that all children are fluent readers by the time they move into Key Stage 2. When children are noticed to have barriers to learning or gaps in their phonic knowledge they receive immediate individualised interventions to close these gaps.



## Maths

At Sutton Primary we aim to offer our pupils rich and exciting learning opportunities in mathematics that will nurture them to achieve and develop, and inspire them to do their very best. We want our children to leave us as confident mathematicians, equipped with the knowledge and skills they need to help them thrive in the real world and to empower their future studies.



We believe that mathematics should be a fun, enjoyable and exciting subject with lots of hands on experiences that make mathematics relevant to the outside world. Through the use of concrete, visual and abstract methods we aim to make mathematics achievable and accessible to everyone.

We develop a positive attitude to mathematics through language, experiences and enthusiastic teaching. We have high expectations of presentation, learning and outcomes with clear cross curricular links.

We offer a rich mathematics curriculum that inspires, nurtures and empowers children to collaborate, achieve and belong and fully prepares them for the real world.



## Science

Science is an integral part of all of our lives, with links to many other subjects, including maths and computing. At Sutton Primary School children are encouraged to investigate, solve problems and ask questions about a wide range of aspects of the world around them and to explore aspects of biology, chemistry and physics in the most practical and engaging ways possible. We understand that our children are naturally curious and we encourage this inquisitive nature by helping them to frame questions within topics so they can test and evaluate ideas. Children are given the opportunities through topics and investigation to progressively deepen their knowledge of scientific concepts and build up the skills to access that knowledge.



## RE

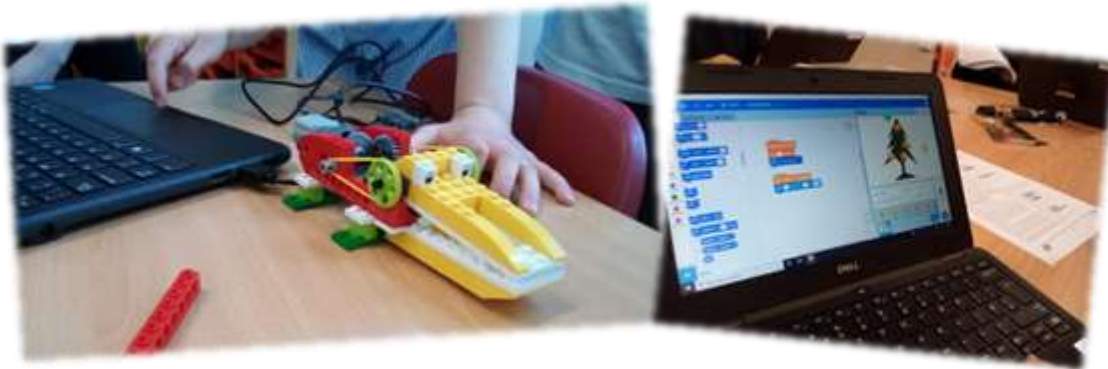
Through the RE curriculum we develop children's Spiritual, Moral, Social and Cultural (SMSC) understanding, reasoning and reflecting, questioning and considering moral issues. We also aim to develop SMSC through our curriculum worship, behaviour expectations and our attitudes in school (see Collective Worship and Behaviour Policies). At Sutton, we aim to explore moral issues that challenge injustice and inequality through curriculum opportunities that will enable them to be strong agents for social change. Through the RE curriculum we provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development, as well as a greater understanding of our society. Pupils are encouraged to explore their own beliefs, (whether they are religious or nonreligious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. At Sutton we teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice. Our aim is for our children to develop a sense of awe and wonder in the world in which our children live.

## Personal Social Health Education (PSHE)

Our approach to the teaching of PSHE supports our duties relating to Keeping Children Safe in Education, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## Computing & ICT

Across the curriculum, Computing is fast becoming a necessity for children's literacy in the modern digital world of increasing technological advancements. All children across each key stage in their development are expected to secure their knowledge in the four main areas; Understanding Technology, Programming, Digital Literacy and ESafety. The children are extremely fortunate to have a range of modern technology and computing equipment available to them at their school.



## Physical Education

At Sutton Primary School we encourage all children to lead a healthy and active lifestyle. Our PE curriculum ensures that children are taught the skills needed to play a broad range of sports, take part in competition and understand the importance of physical activity. As well as this, we endeavour to allow opportunities for children to take part in sport and other physical activities that build their confidence, character and embed values such as fairness and respect.



## Art

At Sutton Primary School we place a big emphasis on creative development. The aim of our art curriculum is to enable and encourage pupils' Art and Design skills. We do this through experimenting with colour, design, texture, form, pattern and function, exploring a wide range of media and materials in a variety of activities. Children learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms - including similarities and differences between different practices and disciplines, and making links to their own work.



## Design Technology



Design and Technology at Sutton Primary School prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

## History

Through the teaching of History, at Sutton C of E (VC) Primary School, we enable pupils to gain a chronology and coherent knowledge and understanding of Britain's past as well as that of the wider world. We inspire their curiosity, equipping children to ask perceptive questions; think critically; weigh evidence; sift arguments and develop perspective and judgements.



## Geography

Our Geography curriculum aims to inspire pupils about the world and its people that will remain with them for the rest of their lives. We aim to provide pupils with knowledge about diverse places, people, resources and natural and human environments. We teach children locational knowledge, place knowledge, human and physical geography, skills and fieldwork. The use of fieldwork and educational visits enables the children to observe and collect data about people, cultures and natural environments.



## Forest School

At Sutton we strongly believe in the value of learning outdoors. Not only does this support a greater understanding of nature and seasonal changes, but it also promotes physical health and exercise, mental health, emotional well-being and results in happier children and adults!



We are developing a wild space on the school grounds where children will be able to explore the natural world, develop their confidence and resilience as well as supporting their well-being. We will go out in almost any weather conditions. We have regular scheduled sessions and are frequently found outside throughout the week as the outdoors lends itself to many of our lessons.

## Music

The music curriculum at Sutton Primary ensures children listen, sing, play, perform and evaluate. This is embedded in the classroom music lessons as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. In class there is access to tuned and untuned percussion instruments as well as the opportunity to learn the ukuleles later in their schooling.

## Modern Foreign Languages (MFL)

At Sutton we foster a love of learning other languages by stimulating and encouraging children's curiosity about language in an enjoyable and engaging way. In reception children start by learning Makaton, which helps communication. We develop the children's deeper intercultural understanding through learning about the traditions, culture and geography of other countries.

# HOME LEARNING

As a school we recognise the commitments parents and children have out of school hours; from family commitments to clubs and activities. For this reason we have sought to tailor our homelearning provision to ensure it doesn't create unnecessary anxiety in the family home but does target key skills that children can access with increasing levels of independence and support their learning in school. Our homelearning tasks specifically target the following:

Reading frequently (4 reads a week minimum) to develop fluency, comprehension and overall love of reading.

Times tables to develop pupils ability to rapidly recall facts and develop mathematical fluency to access higher level Maths skills.

Spellings focussed upon key words linked to the National Curriculum and class topics. Spelling competency supports writing fluency and is a determining consideration when assessing whether a child is working at age related expectations.

It is because of this, that we must insist homelearning tasks are completed each week. We will be upholding these expectations and children will have to complete these tasks in school if they have not been completed at home as we seek to ensure our pupils make strong progress and fulfil their potential.



To support families in planning for homelearning, the Department for Education have recommended the following times are dedicated to homelearning each week:

Year 1 & 2 : 60 minutes per week

Year 3 & 4 : 90 minutes per week

Year 5 & 6 : 30 minutes per day

If for any reason you are experiencing difficulties with accessing or completing homelearning tasks, please do contact your child's class teacher who will be happy to support you and your child in finding a solution.

# EXTRACURRICULAR OPPORTUNITIES

We are proud to be able to provide specialist teachers for both Music and PE. Recorder, piano and guitar lessons are also offered by visiting music teachers. We have a range of clubs which are free to all children which include a Forest School, Survival Skills, Football, Rounders, Music, Clay Work, Art, Gardening and even Quidditch!

Our children love taking part in competitions, such as Dodgeball, local music competitions, athletics, football, a colour Run, tennis, cricket and golf. As well as through competitions, talents are showcased in concerts at both the school and church. We also take part in Ely art festival, performing in a concert in Ely Cathedral.

As a school we enrich our curriculum with visits which include: the primary proms, the Royal Opera House, Milton Country Park, The Fitzwilliam Museum, Cambridge Mosque, West Stow Anglosaxon Village. Year 6 children also have a three day residential each year.



# OUR STAFF TEAM

## Senior Leadership Team

Mr Harrison	Headteacher
Mrs Garbutt	Deputy Headteacher
Mrs Wallace	Assistant Headteacher & SENDCO
Mrs Small	Infant Curriculum Lead
Miss Watts	English Subject Lead
Mrs Ball	Maths Subject Lead

## Teaching Staff

Mrs Small	Dolphins Class teacher (Yr R)
Mrs Pitt	Elephants Class teacher (Yr R/1)
Mrs Bodnar	Gorillas Class teacher (Yr 1/2)
Mrs King & Mrs Wallace	Iguanas Class teacher (Yr 1/2)
Mrs Ball	Lemurs Class teacher (Yr 3/4)
Mrs Morfill	Pangolins Class teacher (Yr 3/4)
Mrs Woodruffe	Rhinos Class teacher (Yr 3/4)
Mrs Dockerill	Salamanders Class teacher (Yr 5/6)
Miss Holland	Wolves Class teacher (Yr 5/6)
Mrs Jeeves & Miss Watts	Tigers Class teacher (Yr 5/6)
Mrs Bradley	Music Teacher

*\* Mrs Gates & Mrs Boshier on Maternity Leave*

## Teaching Assistants

Mr Baxter (HLTA)	Mrs Brown (HLTA)
Mrs Booth	Mrs Braybrooke
Mrs Cherry-Chapman	Mrs Fleming
Mrs Harvey	Mrs Kent
Mrs Murray	Mrs Newton
Mrs Pendle (HLTA)	Mrs Redman
Mrs Smith	Mrs Tarbit

## Administration Team

Mrs Newling  
Mrs Wilkinson  
Mrs Head

## Caretaker & Cleaners

Mr Bate  
Mrs Canham  
Mrs Chambers  
Mrs Matthews  
Mrs Mooney  
Mrs Pink

## Catering & Lunch Staff

Mrs Matthews  
Mrs Bainbridge  
Mrs Canham  
Mrs Pearson  
Miss Williams

# PARENTS IN PARTNERSHIP

We are firmly committed to building a partnership between home and school with the aim of developing shared expectations, of enhancing the quality of education, and of achieving high standards. We would like the partnership to take a variety of forms including:

- the sharing of books and undertaking other appropriate activities to support your child at home
- help around the school – for example reading with individual children
- attending consultation evenings
- attending meetings and workshops
- attending class assemblies and performances
- joining the 'Friends of Sutton School' (F.O.S.S.) to support the school with fundraising and arranging fun events for children and their families

Parent consultations take place at least twice a year although parents are welcome to see the class teacher at any other mutually convenient time. Parents receive a written report at the end of the school year. An open evening is held during the summer term if parents wish to discuss the contents of their child's report.

It is important for all parents/carers to know who to contact should they have any concerns or information that they wish to pass on.

