



Isle of Ely Primary School

School Prospectus

2020 - 2021

Learning, Growing and Achieving Together



Mrs Bryony Surtees
Head teacher

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An Active Learning Trust Academy

Isle of Ely Primary School

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Head teacher: Mrs Bryony Surtees

Dear Parents and Carers,

The governors and staff at Isle of Ely Primary School extend a very warm welcome to you and your child.

Isle of Ely Primary School is a fun, caring and stimulating learning environment. Our children are enthusiastic and lively, they enjoy the learning atmosphere of the school, but they are aware that we have high expectations and aspirations for them.

We wish to work in partnership with you, to make you feel welcome and part of our team.

Our Prospectus will tell you a little about our school, how we learn and develop, and what we are all working to achieve.

To arrange a visit please contact Chloe Amory or Cherry Lock, our Admin Assistants, in the school office.

Yours faithfully,

Mrs Bryony Surtees
Head teacher

Isle of Ely Primary School – Whole School Values

Empower	To empower every pupil to take responsibility for their learning and confidently make decisions and choices for themselves.
Include	To include all children within our school and appreciate and celebrate our similarities and differences. We see children's abilities, likes and dislikes as a learning opportunity for all and one which can enrich our lives.
Community	To value and develop strong partnerships with our parents and the wider community . Acknowledging our unique role within it and contributing as citizens.
Inspire	To inspire a love of learning and create a thirst for knowledge, so that every pupil strives for personal and academic excellence.
Support	To support every child and ensure they feel valued and safe. To provide an environment where they can be recognised for their individual strengths, talents, effort and progress
Respect	To create an atmosphere of mutual respect and consideration for the ideas, values and feelings of others.

Most importantly!

We remember that children are the centre of our focus, and that they provide, along with the staff, parents and wider neighbourhood, a whole school community worthy of everyone's education and support.

Who's Who at Isle of Ely Primary School

The school is fortunate to have high quality teaching and non-teaching staff who work extremely hard to create an atmosphere of high expectation, co-operation and fun, which is so important in a small school.

Teaching Staff

Mrs Bryony Surtees	Head teacher
Mrs Laura Fielding	Deputy Head teacher
Mr Neil Lloyd	Deputy Head teacher
Mr Ricky Sinfield	Assistant Head teacher & Caterpillar (Yr 2) Class Teacher
Mrs Natalie Godfrey	Maths, Early Careers Lead & Earwig (Yr 3) Class Teacher
Miss Christine Burnford	SENDco and Earwig (Year 3) Class Teacher
Miss Pelin Orakci	English, Library Lead & Grasshopper (Year 4) Class Teacher
Ms Sarah Ryan	Nursery Lead & Class Teacher
Mrs Millie Mickleburgh	Ladybird (Reception) Class Teacher
Miss Kirsty Palmer	Butterfly (Reception) Class Teacher
Miss Libby Cross	Bumblebee (Year 1) Class Teacher
Miss Katie Falconer	Dragonfly (Year 1) Class Teacher
Miss Natalie Lewis	Spider (Year 2) Class Teacher
Miss Jessica Overson	Wasp (Year 3) Class Teacher
Mrs Gemma Berrill	Moth (Year 4) Class Teacher
Mr Matthew Turner	Mayfly (Year 5) Class Teacher
Miss Amenia Hoque	Ant (Year 5) Class Teacher
Ms Louise Crawley	Cricket (Year 6) Class Teacher
Ms Louise Bradshaw Campbell	Scorpion (Year 6) Class Teacher

Administration

Mrs Elizabeth Wright	Business Manager
Mrs Cherry Lock	Admin Assistant
Mrs Chloe Amory	Admin Assistant
Mrs Amy Gorrie	Admin Assistant

Teaching Assistants

Mrs Joanna Golding

Mrs Alison Butterfield

Mrs Claire Lloyd

Mrs Natascia Newman

Ms Kelly Stoneman

Mrs Beth Wilshin

Mrs Claire Harrison

Mrs Hannah Del Grazia

Mrs Nicole Murray

Mrs Lucy Daybel

Mrs Karen Ellis

Mrs Samantha Lambert

Miss Cheryl Bass

Mrs Hayley Ashman

Mrs Bea Kiss

Miss Michelle Reitingner

Mrs Victoria Fowler

Miss Rebecca Spence

Little Elvers' Nursery Teaching Assistants

Mrs Gemma Pavitt

Mrs Alison Butterfield

Miss Lisa Stacey

Mrs Heather Brooks

Mrs Helen Cooper

Head of Kitchen

Caterlink

Site Staff

Mr Stuart Aldridge

Mr John Frampton

Governors of Isle of Ely Primary School

Chair

Mrs Marion Lloyd (Chair of Governors)

Mrs Stephanie Peachey (Trust Governor)

Mr Stephen Dove (Trust Governor)

Mr Allan Sanderson (Trust Governor)

Mr David Monk (Parent Governor)

Mr Tim Gingell (Parent Governor)

Mrs Annabel Charles (Trust Governor)

Organisation of Education

Foundation Stage	-	Reception
Key Stage 1	-	Year 1 - Year 2
Key Stage 2	-	Year 3 - Year 6

Our school will cater for all children from 4-11 covering the Foundation stage and National Curriculum Years 1-6.

Classes stay together for the whole academic year and the class teachers are responsible for curriculum work within the class. All classes will be supported by well-trained support staff.

Within the classes, children work individually, as a whole class or in small groups, according to ability or the subject being studied.

The Daily Routine

0730 - 0830	Breakfast Club
0825	Gates Open
0830	Registration
0845	Morning sessions begin
1200	Lunch
1300	Afternoon sessions begin
1500	End of the day
1500 - 1730	After School Club

Entry to School

All children can attend school full-time in the September following their fourth birthday.

You must apply for a school place if your child will be five between **1 September 2020 and 31 August 2021**. This means they will have been born between **1 September 2016 and 31 August 2017**.

The closing date for applications is Friday 15th January 2019. This closing date is very important.

Children will join either Butterfly or Ladybird Class, which is made up of the 60 Early Years admissions.

Early Years children follow the Early Years Foundation Stage Curriculum (EYFS), which helps to develop essential learning skills. There are seven areas of learning and development that shape our curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and design

You will find Butterfly and Ladybird Classes very busy places. Children pursue their learning through carefully planned practical activities and play. Children may be working in groups, as a class or individually.

At the end of Foundation Stage, children are assessed against statements of achievements.

Admissions

The County Council is responsible for admissions to the school. Full details of policy and procedures are set out in the 'Admissions to Schools in Cambridgeshire 2020-2021 booklet.

The School Curriculum (Years 1 -6)

Isle of Ely Primary School is an Academy and the curriculum is for 'your' child. Although we use the National Curriculum as a baseline and a starting point, our curriculum exceeds the requirements of the National Curriculum and it is enriched with the use of the outside space and community.

The curriculum for both Key Stages includes: English, Numeracy, Science, Geography, History, Religious Education, Music, Art, Physical Education, Design and Technology, Information & Communication Technology and Personal, Social and Health Education. A modern foreign language is taught in KS2.

At the heart of our curriculum is a holistic approach that develops the whole child by securing essential knowledge, skills and by valuing their personalities and differences.

The curriculum is taught in discrete subjects with vertical, horizontal and diagonal links made across the subjects. These links in knowledge are made so that children can build strong schemata, allowing them to draw on their knowledge and skills, applying them to a variety of contexts. Additionally, our curriculum ensures that all children have equality of opportunity in areas of learning, enrichment and extra-curricular activities.

Knowledge organisers are used to help children learn the core knowledge they need in each subject. These are shared with parents/carers to help them support their children's learning. We recognise the crucial role that adults at home play in their children's education and we are always seeking ways to encourage and support this.

Our community is embedded within our curriculum and we use it to enhance and adapt the learning opportunities. We utilise our local area, particularly Ely Cathedral, Ely Museum and the geography of the Fens, to support our pupils'

learning, providing them with opportunities that will enhance their memory of key concepts; and allow them to use their knowledge and skills in real world settings

As well as the formal curriculum, emphasis is placed on developing individuals into well-rounded personalities. We are keen to develop and celebrate all aspects of a child's development in and out of school. We try to know the children well and hope to identify individual strengths and problems; we can then encourage them in those strengths and support them in areas of difficulty.

Positive attitudes and good behaviour are an integral part of learning and we encourage a happy, quiet and busy atmosphere in which children can learn. We encourage children to take pride in their work, to have high expectations, to be considerate to everyone in the school and to respect and care for property.

Subjects

ART:

At the Isle of Ely Primary School, the Art curriculum allows the children to develop their understanding of the different elements of Art as they progress through the school. Colour, line, shape, texture, form, symmetry, light, space, design and style will be gradually taught and progressed throughout the children's time at school. These elements will be taught so that their knowledge is revisited and extended each year and therefore built over time.

The children are explicitly taught how to talk about the Art that they are shown, referring to their expanding knowledge of the elements of Art mentioned above. Through Art, we will develop the children's vocabulary and oracy skills, allowing the children to have a deeper understanding of the artwork that they are interpreting. This will enable the children to speak confidently about Art as well as extending to their other school subjects and beyond.

Our Art curriculum also allows the children to be exposed to and experience a wide range of types of Art, including painting, printmaking, embroidery, sculpture and digital art. We hope that this will inspire and provoke creativity in our students

DESIGN & TECHNOLOGY:

Children are taught the skills of designing and making from the Foundation Stage. All children are taught to create their own models and designs and are taught to

work to design specifications, testing and evaluating their own and others' work. The children undertake a number of design projects each year.

HISTORY:

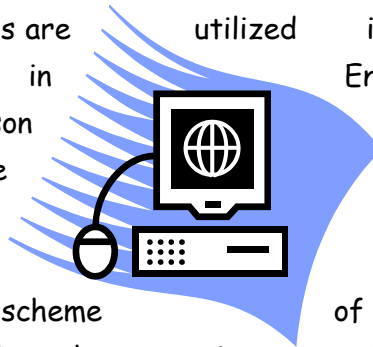
At the Isle of Ely, our staff are supported in their teaching and planning by our subject leaders to ensure that progress is consistent in the children's History learning. There is a strong commitment to knowledge and skills that are passed onto the children in a variety of contexts and situations.

We follow a core knowledge curriculum, which has created a methodical sequence for children to build on their knowledge year by year as they move through the school. As children learn new vocabulary, facts and figures, these will be recapped on in later years to consolidate learning as our history is linked in many ways. For example; learning about the Roman conquest of England, but in later years learning about Ancient Rome and the origins of the Roman Empire.

Alongside this knowledge, we also teach our children to be historians and how to study the past. We focus on comparing past eras to what we know today, artefacts that we have and can teach us about the culture and lives of people in history and how to ask probing questions to extend our knowledge and unpick more of our history.

COMPUTING:

Computing is taught as a discrete subject in which children's cognitive loads can be spent on learning the computing curriculum. Where children have demonstrated a firm grasp of a concept their computing skills are utilized in other subjects, for example word processing in English. The prioritisation of key vocabulary in every lesson ensures that every child becomes digitally literate and is able to communicate effectively in the digital domain.



At the Isle of Ely Primary School, we use a scheme of work provided by Purple Mash to assist us to deliver the computing national curriculum. This scheme plans out in great detail how and when computing skills and knowledge should be taught. This in depth planning ensures that children's prior knowledge is considered and in place before children encounter a novel concept. The safeguarding of our children's cognitive loads allows all our children to achieve success in computing.

ENGLISH:

Our vision at the Isle of Ely is for children to develop a love of English and an enjoyment for literature, whilst recognising the significance of English in being the key to opening new opportunities. Alongside this, we equip children with the essential skills they will need for the rest of their educational journey and future careers.

SPEAKING AND LISTENING:

We believe that speaking plays an important role in developing children's thought processes and therefore ensure that we provide plenty of opportunities for children to build and strengthen their oracy skills. Lessons include time for group and whole class discussions to support children with forming their ideas and in increasing their confidence with speaking in front of others. Staff model expectations for how discussions should take place and always encourage children to ask questions. Children are taught how to use and manipulate language for a variety of purposes such as informing, explaining and persuading, and are given opportunities to put these into practise. Across our curriculum, we also embed plenty of drama in order for children to explore and develop their ideas through communicating with peers.

READING:

Starting from Early Years and in Key Stage One, children are taught all of the sounds and their matching graphemes, as well as learning how to blend these in order for them to be able to decode words on a page. We follow the systematic approach of Read Write Inc to plan and sequence lessons where children work in small groups to build upon their phonic knowledge and read fully decodable books tailored to their level. This ensures that children develop an enjoyment for reading as they are able to decode every word in these books. Read Write Inc lessons are structured so that children are first taught to recognise the sounds and blend these to read each word and then build on this to increase their reading speed, as well as reading with expression. It is our aim for children to have completed their phonics journey by the end of Key Stage One. However, interventions are put in place for children who continue to need this support in Key Stage Two. Right from the start of Read Write Inc, children are encouraged to respond to the stories they have read and teachers explicitly model how to deduce and infer information from the pictures and the text. This ensures that our children have had plenty of comprehension practise by the end of Key Stage One and are well prepared for the rest of their educational journey.



In Key Stage Two, whole class guided reading sessions expose children to high quality literature in order to challenge them and increase the range of genres they have read. Key reading skills such as retrieval, scanning and inference are explicitly taught in these sessions and children are given time to practise and embed these skills. Through providing children with more challenging literature, we hope to support the development of a wide vocabulary that children can use as well as developing their understanding of word choices that authors make.

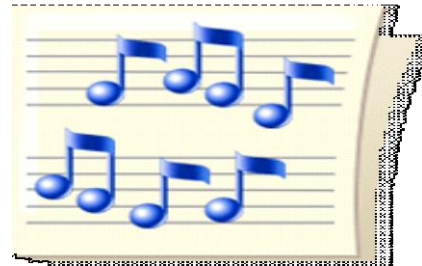
WRITING:

Our whole school Talk4writing approach encourages children to orally tell stories: ones they have read or listened to, as well as their own adaptations of these or even their own stories entirely. This leads to our children having a true enjoyment of stories and becoming great storytellers full of ideas that they can then put into their writing. We create exciting opportunities for the children and give them real-life experiences to write about.

Right from the start of their time with us, children are taught to join their handwriting using cursive. Across the school, Letterjoin is used to systematically teach and practise handwriting: starting with pre-cursive in the Early Years and progressing onto learning each type of join.

MUSIC:

At the Isle of Ely Primary School, all pupils have access to an inclusive music curriculum which aims to engage our whole community and promote a love of learning. They are exposed to a wide variety of musical and cultural traditions to promote the development of pupils' spiritual, moral, social and cultural development. We explicitly teach pupils the key areas of music: dynamics, rhythm, melody, pitch and tempo. This helps them to think critically about what they are listening to and develop their evaluation skills - explaining their opinions clearly and concisely. Through performing on vocals, percussion and tuned instruments, pupils develop their self-confidence and creativity, using the key skills they have identified in the work of others to inspire their own work. In lessons, pupils are introduced to the key vocabulary needed to discuss music and listen carefully and considerately to the views of others. Through learning an instrument, they will develop the resilience needed to keep going when introduced to a challenging new concept. Our aim for all pupils is that they can discuss their opinions around music,



listen to the opinions of others and show their unique talents through performance and composition

MATHS:

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics.

At Isle of Ely Primary School these skills are embedded within maths lessons and developed consistently over time. We aim to ensure all children:

- Enjoy and experience success in the subject in order to develop a positive and confident attitude towards mathematics.
- Are confidently numerate as they progress through school.
- Develop logical thinking in order to solve problems and record in a systematic way.
- Use maths to interpret, predict, explain and solve problems practically.
- Develop the correct mathematical vocabulary.
- Develop skills to explain their thinking, strategies they've used and be able to reason mathematically.
- Develop their ability to work both independently and collaboratively.
- Recognise the importance of mathematics in the wider world and use and apply their mathematical ability by making appropriate choices in real-life situations.
- Appreciate the beauty and power of mathematics.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION:

At Isle of Ely Primary School, Personal, Social, Health and Economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy, respectful and responsible members of the community, as well as preparing them for life and work in modern Britain.

Our school delivers a curriculum which is inclusive to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Isle of Ely Primary School, PSHE education enables our children to

become healthy, independent and responsible members of the community. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Relationships are at the heart of our school. This is taught explicitly through the RSE section of the PSHE curriculum and is threaded through school life. Alongside the PSHE curriculum our school follows a THRIVE approach which puts relationships at the heart of our school community to prepare the children to be respectful and inclusive citizens.

Our children are encouraged to develop their sense of self-worth and will be prepare children to be global citizens now and in their future roles within a global community.

RELATIONSHIPS AND SEX EDUCATION:

The aim is to develop confident, responsible children with a sound understanding of their own bodies, who are capable of forming loving relationships and have high self-esteem in all aspects of school life. At the end of Key Stage 2, Relationship and sex education program carefully and sensitively explains to children the changes in their bodies that will come with puberty, and should enable them to anticipate and be ready for these changes.

DRUG EDUCATION:

Our drugs education program aims to raise awareness of the importance of personal health by informing and educating the children about the dangers of drugs and substance misuse so that they are able to make informed choices. Through PSHE topics we aim to create a climate where children feel able to discuss drugs' issues openly and where self-esteem and respect for one's body is fostered.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP:

At Isle of Ely Primary School we aim to ensure our Religious Education curriculum is fully inclusive of every child, empowering each one to enjoy and become inquisitive in the subject in order to develop a positive and confident attitude. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their

sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

The key aims for religious education are reflected in the two attainment targets.



Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

ASSEMBLY (ACT OF WORSHIP)

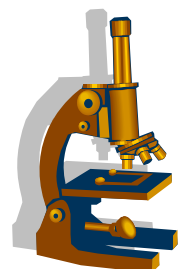
Arrangements for the act of collective worship and for religious education are made by the school in accordance with the Cambridgeshire County Council Syllabus and it is consistent with the requirements of the 1944 Education Act and the Education Reform Act 1988.

There is a daily 15 minutes assembly, taken by teachers or members of faith communities and local church leaders.

Parents may, if they wish, withdraw their children from worship and from R.E lessons and such requests should be made to the Executive Head teacher in writing. A member of staff will supervise these children, during this time.

SCIENCE:

At Isle of Ely Primary School, we aim to ensure our Science curriculum gives full coverage of the National Curriculum and engages each child fully to better understand the world around them and equips them to question what they observe. Science is key in developing the foundations for questioning and building up a child's ability to analyse what is happening and how best to test any theories they may develop. Science is key in promoting a curiosity and exploration that encourages children to step out of known situations and push their understanding of both themselves, their world and the systems within it.



The key aims for science are reflected in two attainment targets.

Attainment Target 1- Learning key concepts of science.

Attainment target 2- Learning how to work scientifically.

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Science.

SPORTING AIMS & PROVISION FOR SPORT

In P.E. we cover a wide range of activities to develop the children's understanding of the importance of good health, exercise, movement and body control, through the use of a variety of equipment and apparatus in the school hall, on the playground and outside areas. Activities covered include gymnastics, games, swimming, athletics, dance and adventurous activities.

Extra-Curricular Activities

Children will have the opportunity to take part in extra curricular activities which vary during the year to provide a range of opportunities. They will take place during lunchtimes and after school.

Activities may include:

- Football
- Multi-sports
- Dance
- Mad Science
- French
- Forest School
- Photography



Special Needs, including Gifted and Talented:

Some children during their time at Isle of Ely School will need 'support' in some areas of the curriculum. Children who have difficulties are identified as soon as possible and supported through One Page Profiles and intervention strategies, often working with experienced classroom assistants. The DFE code of Practice underpins our SEN Policy and is available to parents, from the school office.

Similarly, some children may demonstrate a talent or appear gifted in certain areas. Through early identification, careful planning and working together with parents/carers and outside agencies we aim to ensure gifts are celebrated and talents developed.

Our aims are as follows:

- To provide appropriate learning situations that will best meet the individual needs of children with Special Educational Needs.
- To provide access to the full curriculum at an appropriate level.
- To identify and assess needs as early as possible in order to support the child.
- To involve parents and children as much as possible in the identification and assessment process of Special Needs provision

The school's Special Education Needs and Disabilities Coordinator is Miss Burnford.

Pupils with Disability

The school has facilities that increase and assist access to the school by pupils who are disabled. The full Accessibility Plan can be obtained from the school office.

External support is also received from a range of different agencies including Educational Welfare Officer, Speech Therapist, Educational Psychologist, Health and Social Services etc.

Individual Difference and Equal Opportunities

We want children to develop their own unique skills and we provide and look for opportunities for children to acquire and develop their talents within the curriculum.

All children are afforded equal opportunities and access to the whole curriculum. The curriculum provides practical as well as formal methods of teaching as

appropriate. Children are encouraged to become increasingly independent by working on a wide range of practical tasks throughout the curriculum. Children will be involved in class, group and individual activities according to their needs and the nature of the activity.

Home Learning

Whilst we value extra-curricular activities and home life, the benefit of regular home learning is also appreciated; it extends a child's learning, provides an opportunity for parents to share in school work and helps a child to develop independence and organisational skills. All children are expected to share and read books at home every day if possible. In addition, we follow Government guidelines on homework as follows:

Year 5 & 6 - 2.5 hours weekly
Years 3 & 4 - 1.5 hours weekly
Years 1 & 2 - 1 hour weekly

Home learning tasks will involve talk homework, sound and spelling investigations, number bonds or tables, maths games, an element of research or, in the case of the older children, more formal homework tasks.

Please note that there maybe the odd occasion when home learning is not given out in a particular week - Christmas etc.

If a child is experiencing problems with organising home learning or a specific tasks, it is important that the class teacher is contacted so that any difficulties can be sorted out.

The school has produced a remote learning policy which will be implemented in the event of a partial or full closure of the school. All of our children are given an office 365 account and learning will move online using Microsoft TEAMS.

Pastoral Care and Discipline

Our aim is that your child is happy in school within a positive learning environment. The organisation of the school is designed to help children develop self-discipline, empathy and respect for others. We expect good behaviour at all times within and outside school. We believe this leads to a positive learning environment. At Isle of Ely Primary School we do not tolerate bullying or racial harassment.

The desired behaviour is promoted through a variety of strategies, with the emphasis being placed on positive behaviour. The children are expected to be polite and thoughtful towards others and adhere to the school's rules.

THE PRINCIPLES FOR BEHAVIOUR IN THE SCHOOL AND THE SCHOOL RULES

The School's Rules for behaviour in the school have been agreed by the whole school community. They are:

- Safe
- Ready
- Respect

Roles and Responsibilities

It is the responsibility of all members of a school community to develop pro-social behaviour. Staff are expected to lead by example and support each other in promoting high quality interactions with others.

The role of adults (including staff, parents, governors and community visitors)

- To promote an awareness of everybody's individual needs.
- To model pro-social behaviour and take pride in their school, their class, their work, their environment and their relationships with others.
- To treat children fairly, consistently and sensitively, demonstrating visible kindness.
- To celebrate and praise children's achievements, successes and efforts.
- To collaborate effectively to find solutions to anti-social behaviour.
- To actively teach children about pro-social behaviour.

The role of children

- Be ready to learn.
- To show respect to other people and the school environment, acting in line with the school's values.
- To behave in a pro-social way so that you keep yourself and others safe.

Praise, Reward and Celebration

We believe that learners should be praised for demonstrating pro-social behaviour in school. There are a number of ways to do this including:

Recognition boards

Children's names are displayed on a classroom board to show that they have met the school's rules.

House points

Each child is allocated a vertical House team when they join the school so that they are working with children in every year group, including their siblings. Points can be awarded for excellent work, pro-social behaviour and taking part in a range of school competitions. These points are collected each week and the totals presented in the Headteacher's celebratory assembly.

Celebration assembly

Each week an assembly is held to celebrate children's achievements. Classroom staff decide upon a 'star of the week' and this child is presented with a certificate from the Headteacher and their name is added to the whole school's 'Recognition Board'

Therapeutic Approaches

We follow the Thrive Approach which is based on established neuroscience, attachment theory and child development. With a Thrive practitioner and a Pastoral Support Assistant working within the setting, our school is able to support children who are demonstrating distressed and / or anti-social behaviour. Staff create bespoke support plans for these children to ensure that there is a positive change in behaviour and improvement in a child's mental health.

There is a distinction between developmental behaviour and persistently unacceptable, anti-social behaviour. Some children, including those with SEND (who have specific needs that impact on their behaviour), may find it difficult to maintain the high standard of behaviour. Therapeutic approaches, individualised plans and the support of external agencies may be required to ensure these children flourish at our school.

Consequences and Sanctions

Alongside Thrive, we also follow the Cambridgeshire STEPS programme which aims to recognise pro- and anti- social behaviour, emphasising the need to reflect, repair and restore.

Staff are trained to recognise the degree of seriousness and the kind of behaviour consequences that should be used. They must ensure that the consequences are reasonable, proportionate and necessary to adhere to the school rules of 'Be Ready, Be Respectful, Be Safe'.

There are two types of consequences:

- Educational Consequences

The goal for this is to stop a child's anti-social behaviour and support them in making pro-social choices. This involves helping to teach the child to learn from their behaviour.

- Protective Consequences

The goal is to protect and therefore keep everyone safe including the child. Sometimes, more serious or persistent anti-social behaviours need to be addressed by members of the Senior Leadership Team and / or the SENDCo. After any consequence has been issued, there is an expectation that the class teacher will work with the child, offering them an opportunity to repair and restore their relationship with peers and / or staff involved by completing a TalkTime sheet.

Anti-Bullying

We are fortunate not to have experienced many problems with bullying, but we do take a serious view on this matter. Parents will always be informed of any bullying issues. We rely on parents to inform us as early as possible if they ever have a concern with regard to bullying. We take a very proactive approach to this issue and like to deal with bullying on the first day it occurs wherever possible.

There is a compulsory uniform which we expect children to wear from entry into our school. The school uniform provider is www.yourschooluniform.com

Day-to-day uniform

Sweatshirts/ Cardigans/ Jumpers

Plain Burgundy or plain burgundy with school logo

Hoodies for outside use only

Polo shirt/ Blouse/ Shirt

Plain white or white with school logo

Skirts/ trousers/ pinafore dresses

Plain grey or black

No denim

Summer dresses

Burgundy or blue and white check

Socks and tights

Plain burgundy, grey or black

No leggings

Shoes

Sensible shoes/trainers which will support your child's feet outside and inside. No strappy sandals or open backed sandals.

Dark blue or black. No bright colours or flashing lights.

Tie

KS2 children wear a school tie.



PE and Forest School kit

Plain colours only, no logos other than the school logo, no football shirts. Please send your child's PE kit in a named PE bag.

T-shirt/ polo shirt

White

Sweat shirt/ hoodie

Burgundy (both items can be purchased via the website with the school's logo)

Shorts (inside and outside) and jogging bottoms (outside if cold)

Black

No leggings

Leotards (For gymnastics only)

Burgundy or black

Foot wear

Trainers or pumps which must be in addition to school shoes.

Forest school

Wellies, warm clothing, waterproof coats

Please note

- For Health and Safety requirements as well as maintaining high standards of tidiness, children are required to have long hair tied back at all times
- Small stud earrings may be worn by pupils with pierced ears but no other jewellery is acceptable. Watches are acceptable.
- Earrings must be taken out for PE

Home-school links

Prospective Parents

The Head teacher or Deputy Head is glad to show interested parents around the school and to give additional information. Please contact the school's Admin team, and they will be happy to make an appointment for you.

Parents in School

Parents are very welcome to join us in school on many occasions. There are popular annual events as well as termly events. Sports Day is always popular with parents, as is our annual Christmas decoration morning. Occasionally, we hold meetings to display/explain some part of the school curriculum. Classes also invite parents to their class assemblies and then into part of a lesson. Parents are always welcome to come and help in school, whether regularly or just periodically, subject to a Criminal Record check. Cooking, using the computer, painting, listening to reading or just talking to children, are all useful jobs and we welcome parental involvement.

Consultation with Parents

We have an informal Parents' Evening towards the end of September and formal Parents' Evening in the autumn and spring term, which teachers really do expect every parent to attend. It is most important that children know their parents are interested in their schoolwork and value their achievements. In the summer term, we hold an Open Day when parents and visitors are welcome to spend some time with us sharing in the children's achievements.

The children will receive brief termly reports which highlights whether they are at the expected level for their age. At the end of the summer term, the teachers write reports.

Medicine

If your child is unwell the best place for them is to stay at home. Please inform us by phone if your child is unwell and will not be attending school. In the case of diarrhoea or sickness a child should stay away from school for 48 hours after the last episode.

If your child is taking medicine that has to be administered during the school day, you may come to the school by agreement with the Head teacher in order to administer it yourself. We are unable to administer medicine to children except in those situations where children have long term individual medical plans.

Home-School Agreement

In line with National Policy we have a Home-School Agreement, which outlines the responsibilities of parents, pupils and staff. All parties are required to sign this when their child starts school, and it will be reviewed annually.

Absence

Daily attendance at school is a legal requirement. Please notify us by phone call or e-mail if your child is to be absent. We need to be informed on a daily basis of continued absence. There will be times when children will need to be away through ill health or emergencies but we do ask that wherever possible, appointments/holidays etc. are taken outside school time.

If we are not notified, the School will phone parents to find out why a child is absent.

Taking Holidays During Term Time

In line with tighter Government regulations, the Head teacher will not grant leave of absence for a holiday taken during term time other than in the most exceptional circumstances. Any absences without the permission of the Head teacher will be marked as 'an unauthorised absence'. Any unauthorised absences of three days or more will be referred to our Education Welfare Officer and a penalty notice may be served.

Your child's attendance will also be included in the Annual School Report.

Education Pupil Attendance Records (Regulations 1991)

Our published admissions number is 60 children per year group.

School Meals

Excellent meals are cooked on the premises and the children have a choice with a vegetarian option. Please let us know if your child cannot eat certain foods. All children in Reception and Key Stage 1 will receive a universal free school meal which will be provided by CCS. Please book your meal choices half termly.



Packed Lunches

All lunches are provided for the children by our Caterlink - as an alternative to a hot lunch, a pack lunch is provided. Children in Key Stage 2, can bring their own lunches. Please be aware we are a nut free school.

Water

We encourage the children to bring in their own water bottle as they are able to drink throughout the day.

Child Protection

The School works in partnership with parents to support children in every way possible. However, schools have a clear responsibility to ensure that they work together with other agencies to safeguard and promote the welfare of all the children.

As a result, if concerns are raised within the school, or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. Such information would have to be referred on to Social Services. This is in line with Government and Cambridgeshire policy.

The 'Designated Safeguarding Leader' is:

Bryony Surtees - Head teacher

The deputy designated teachers are:

Laura Fielding - Deputy Head

Natalie Godfrey

Pelin Orakci

The Safeguarding Governor is:

Marion Lloyd

Permission from parents is sought before any photograph is published in newspapers or promotional material.

Charging

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education. Their aim is to promote and provide such activities both as part of a broad and balanced curriculum and as additional optional activities. The Governing Body reserves the right to make a charge in certain circumstances for activities organised by the school.

Remissions

Where the parents of pupils are in receipt of Child Tax Credits, the Governing Body will invite those parents to apply in confidence for the remission of charges in part or in full.

Complaints Procedure

We hope that you will maintain a regular contact with the school and with your child's teacher. In doing so points of concern can be discussed and dealt with as they arise. Recent legislation provides for complaints to be dealt with:

- a) By discussion with the Executive Head teacher,
- b) In writing to the Governors,
- c) In writing to the Active Learning Trust - details available from the school office.

School Documents:

All policy documents are available for parents to see from the School Office by prior arrangement.