

Welcome to Spaldwick Primary School



'where every day is a chance to
LEARN and SUCCEED'

'Spaldwick school provides an outstanding education for its pupils'
Pupils feel valued and appreciate the many opportunities made available
to them to take on responsibilities'
The School, working closely with the parents has high expectations of behaviour
and pupils respond very well'
The curriculum meets the needs of all the pupils'

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Spaldwick Community Primary School

Spaldwick Primary School is a community, co-educational day school that caters for pupils from 4 years to 11 years.

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Ethos

In our school we pride ourselves in setting high standards; not just in the work that children do but, equally importantly, in everyone's attitude towards each other. We expect our children to respect each other and care for all the members in our School family. Emphasis is placed on happy relationships, and in particular care, consideration and co-operation at all levels.

Throughout the school we aim to create an interesting and stimulating environment. This is important in developing children's curiosity and imagination as well as motivating everyone who works in the school. We encourage children to learn from first hand experience and to take an active part in the learning process.

We want children to develop academically, personally and socially. We aim to deliver a broad and balanced curriculum to all of our children, to foster in them a love of learning and an understanding of and respect for the world in which they live. We want to prepare our children for their next educational steps and for future life in the world beyond.

Aims of the School

- To provide a safe, happy, stable and caring school environment where all children are encouraged, supported by high expectations, to reach their potential.
- To be involved with the wider community of which the school is a part and to promote a sense of responsibility, tolerance, respect for others and positive attitudes towards Britain's diverse culture and heritage.
- To promote positive relationships with parents to support children academically, physically, morally and culturally at school.
- To equip children with knowledge, skills, concepts, attitudes and values necessary in a broad and balanced curriculum.
- To give children access to enriching and challenging opportunities that they can enjoy.
- To give each child the opportunity to express themselves, their feelings and opinions through the expressive arts, writing, music, art, dance and drama.
- To give children a knowledge and understanding of their own body and how to keep it healthy through regular exercise and a healthy diet.
- To develop confident inquisitive and enquiring learners who are independent, autonomous and able to make informed choices, with safety in mind.
- To teach children how to work individually and co-operatively and to provide a balance between the competitive and co-operative spirit.
- To develop children's curiosity and sense of wonder about the world around them.

Accommodation & Organisation

Spaldwick Primary School was opened in 1969 as a two class school and it was extended in 1987, 1990 and again in 2001. The school serves Spaldwick and the surrounding villages of Barham, Easton, Ellington, Grafham, Stow Longa and Woolley. It is a co-educational day school catering for pupils between the ages of 4 and 11.



The facilities the school has to offer include six permanent classrooms, a mobile classroom, a large central library, an ICT Suite and a community annexe. A large hall is used for physical education, assembly, lunch and various other activities. The school grounds are extensive including a football pitch, netball pitch, adventure play area and storytellers corner. We have an environmental area for the study of pond life, insect and plant life. We are in the process of developing the school grounds to provide more educational and recreational facilities for the school. The Hooting Parliament, our School Council plays an important role in these developments.

The school, in 2001 completed a major building programme that has provided two new classroom bases and new administration and staff accommodation, although we recently had one new temporary classroom. We have been given extensive new grounds that are now incorporated into the school use. The local playgroup made a successful bid for lottery funding and are now in their new building on the school site.

Children spend 7 years in their primary school and each age group is classified as follows

4 - 5 years old	Reception (Year R)
5 - 6 years old	Year 1
6 - 7 years old	Year 2
7 - 8 years old	Year 3

8 - 9 years old	Year 4
9 - 10 years old	Year 5
10 - 11 years old	Year 6

Foundation Stage children, the under 5s, work towards achieving the Early Learning Goals which prepare them for integration onto the National Curriculum during their first year at school. Children between the ages of 5 and 7 study the National Curriculum at Key Stage 1 and children between 7 and 11 study Key Stage 2 of the National Curriculum.

The children are organised into seven discreet aged classes although previously we have had only 6 classes governed by the number of children on roll and the number of children of each age. As the school role fluctuates, it may be necessary to have vertically grouped classes again in the future. The children are organised in a variety of group situations, including ability groups depending on the area of curriculum area being studied and the expected learning outcomes.

In the school much of the floor is carpeted and every attempt is made to make the environment pleasant and attractive. There are many displays of children's work around the school. Good habits of tidiness and order are encouraged through an insistence that children learn not only to find books and apparatus, but also replace them correctly after use.

General Information

School Day

Morning	9.00 a.m. - 12.00 noon
Afternoon	1.00 p.m. - 3.20 p.m.

Children are brought into school by the teacher at 8.50 a.m. so as to be ready to start lessons promptly at 9 a.m. We ask that children are not on the school premises more than 10 minutes before or after school hours as we cannot accept responsibility for children outside of these times unless for some reason the school buses are either early or late. Children should enter school through the playground entrance, not the front door. Please make sure your child arrives at school on time. In this way, he/she can appreciate the importance of punctuality and form good habits early.

Children who are late will need to enter through the main entrance and report to the school office

Many children travel by school buses. We would ask that any alterations to the children's normal bus routine be passed on by letter so that the office staff can ensure all children are sent home safely.

Absence from School

Parents have a responsibility to ensure that their children receive efficient full time education and attend regularly. Regular attendance is necessary if your child is to progress well, and absence during term time interrupts the continuity of teaching and learning. As a general rule leave for purposes of a family holiday will not be granted unless there are exceptional circumstances, and even in those cases for no longer than two weeks. Weekend breaks and days out as treats will not be authorised as they do not constitute the annual holiday. If parents feel they have exceptional circumstances they are requested to make an appointment to see the Headteacher prior to booking.

Children from Year 2 to Year 6 undertake statutory and non-statutory tests during May and children who are absent during this time will not be able to be awarded a level of achievement for their tasks and tests. It is imperative that children are not taken out of school at this time .

If it is necessary for your child to be absent from school through illness please keep the school informed daily during a period of absence. If we are not notified as to the reason for the absence it will be classified as unauthorised.

Notes are required after absences, to change children's usual arrangements, for out of school medical appointments and for temporary exclusions from games or PE. Unaccompanied children will not be allowed to leave the premises for medical appointments.

Absence Return 2008 / 2009

Number of pupils on roll 2008/9	175
Attendance rate	96.8%
Authorised absence	2.7%
Unauthorised absence	0.5%

School Health

We would ask that parents keep their children at home for a further period of 48 hours after they have been sick or have diarrhoea to reduce the risk of infecting others. If your child requires to be away from school for a long period due to illness, your child's teacher will be happy to discuss a homework programme with you.

The School Health Service organises regular medicals/hearing tests where the School Doctor is in attendance. Our school nurse is available should you have any problems with regard to your child's health and she will be glad to be of assistance. We do not allow children to bring pills or medicines from home to school. However, asthmatic children will obviously use their inhalers as and when

necessary. Where inhalers are needed either irregularly or regularly, a form must be completed (obtainable from the school office) and returned to the Class teacher. This form also notes any other medical conditions parents wish the School to be aware of.

Arranging a visit to the school

We would always welcome you to come and visit the school prior to registration. This will enable you to meet the staff and children and give you an opportunity to ask any further questions you may have regarding the education of your child. To arrange a visit please telephone the school on 01480 890371 and speak to the secretary who will be more than happy to arrange an appointment time to suit.

Accidents at school

It is advisable that parents know the school policy in the event of an accident. It is essential that parents give the school full medical particulars of their child and notify us immediately of any changes of address, telephone number and daytime contact point.

Every reasonable care will be taken of your child whilst on school premises but children will sometimes have injuries. This happens in all schools and in all homes. Medical care is given in school for minor accidents. Parents are always informed of head bump incidents by way of a sticker and letter.

In the event of more serious illnesses, accidents or injuries, every effort will be made to contact the parents. If parents are not available, attempts will be made to contact the personal doctor. In an emergency the child will be taken to the health centre or hospital. We shall act as any responsible parent would act and our main concern will be the welfare of the child.

School Uniform

There is a simple school uniform which the children are encouraged to wear.

Boys

grey/black trousers
green/yellow/white polo shirt
school sweatshirt

Girls

grey/black skirt, pinafore or trousers
green/yellow/white polo shirt
school sweatshirt
grey/white socks or tights

Our school uniform can be ordered direct and at anytime of the school year from www.YourSchoolUniform.com

Examples of sizes are kept in school if you wish to check before ordering. Sweatshirts, Book bags and PE bags may be bought from the school secretary. An

apron or old shirt is needed for art lessons. Children are asked to wear sensible shoes for school. Trainers are not acceptable for school wear except for outdoor games activities.

It is vital that all children's uniform and equipment is named. It is very difficult to track down missing uniform when there are 30 similar sweatshirts in the classroom! We also ask that long hair be tied back for classroom lessons and PE.

PE and Games

Boys

White T shirt
Black shorts
Swimming trunks

Girls

White T shirt
Black shorts
Swimsuit

Footwear

Trainers/boots for games on the field
Plimsolls for some indoor games.
Tracksuits or sweatshirts must be worn for games during the winter months.
P.E. Kit should be sent in a draw string bag. Please do not equip your child with any other style of bag, as there is very little space in the cloakrooms.

Wearing of Jewellery

For safety reasons the wearing of earrings, ear studs or other jewellery (metal or plastic) are not be permitted during sporting activities, PE or swimming. For safety and hygiene reasons this may also apply during technology. These items represent potential hazards, not only to the wearer but also to other pupils and staff.

Members of staff cannot be personally involved in the removal and/or temporary secure storage of items of jewellery, both for hygiene and insurance indemnity reasons and to avoid inadvertent injury to the pupil.

In very exceptional circumstances (eg: newly pierced ears, infection or similar short term medical condition) the ear lobe may be taped temporarily (4 to 6 weeks) with non allergic (hypoallergenic) micropore tape if it is necessary to retain the stud in place for medical reasons. Pupils need to provide their own micropore tape. Conventional first-aid sticking plasters must not be used for these cases. The parent in such instances must provide suitable evidence, in the form of a Doctor's Note, of the pierced ear infection or short-term medical condition.

Other jewellery is not permitted in school.

School Meals

School Meals are an important part of a child's social development and it is essential that they feel comfortable when eating away from home. At school we try to make lunchtime more of an occasion where children can sit with their friends and enjoy eating together socially.

We run a canteen system where children can choose meat or vegetarian meals and a selection of puddings, including a fresh fruit option daily. The children make their choices and are responsible for clearing away their trays at the end of the meal.



We are a production kitchen and most of our food is prepared on site although some is bought in from a 'cook and freeze' unit. The quality of food is very good and menus are planned in line with current nutritional guidelines, i.e. increased fibre, reduced fat, sugar and additives. At school we try to monitor the children at lunchtime and encourage them to try different foods, ensure they eat a reasonable amount and encourage good table manners. We pass on any concerns about children's eating habits to parents.

Although most children opt for school dinners we do have space available for packed lunches. Please do not send fizzy or hot drinks to school; children may bring a boxed drink or a drink in plastic flask (no glass please).

Dinner Money

School dinners cost £1.90 per day dinner money must be paid in advance on Monday morning each week. You may pay in advance by cheque (payable to Spaldwick Primary School) for a half term. If you think you may be eligible for free school meals you can collect a form, in confidence, from the school secretary. This needs to be returned to the Education Office well before your child is due to start dinners.

Charging for School Activities

On 1st April 1989 it was made illegal to charge for school activities, which take place largely in school time. However, funds are such that some worthwhile activities cannot take place without financial assistance from parents. Section 118 of the Education Reform Act does not restrict schools from seeking voluntary contributions for the benefit of the school or any school activity. Our Governing Body have drawn up the following general charging policy.

1. When children take part in activities that take place mainly or wholly in school hours, voluntary contributions towards the cost of the activity may be invited. The school reserves the right to cancel the activity if insufficient funds are available.
2. When children participate in residential trips board and lodgings will be charged for.
3. Where parental financial support is needed, a letter will be sent to parents setting out the nature of the activity and the individual contribution sought.

Charging for Music Lessons

Instrumental music lessons are provided by the school using both school staff and the specific instrument tutors. There is a charge for these lessons. Parents are asked to sign a contract that confirms their payment of the charges and commitment to the term.



Child Protection Procedure

The Authority requires Head Teachers to report any obvious or suspected cases of child abuse (including non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse). This procedure is intended to protect children at risk and we are encouraged to take the attitude that where there are grounds for suspicion, it is better to be safe than sorry.

Complaints

Where there are concerns about whether statutory requirements are being met, the main emphasis will be on informal discussion and agreement on how to put things right. Any concerns should be directed to the Head teacher in the first instance. If these concerns are not resolved to your satisfaction, then you should contact the Chair of Governors. As a last resort, the Education Act provides a complaints procedure for parents and others. The Local Education Authority has a named officer who can deal with any unresolved issue and can be contacted at Shire Hall, Cambridge.

Admissions and Transfer Policy

The permanent capacity of the school is currently 180 with a published admission limit of 30 for each future year group, although we have temporary capacity for 210 pupils. The LA sets the admissions policy and criteria for all schools and monitors numbers very closely so that we are able to cope with admitting children within our designated catchment area. Priority is given to the admission of children from Spaldwick, Ellington, Grafham, Woolley, Easton, Barham and Stow Longa. If you are from outside this catchment area and there are places available, then your request will be met. Applications for the normal round of admissions are dealt with by the LA Admissions Team who consider capacity, parental preference and admission criteria. The admission criteria for all Community schools is:

- Those children with a statement of special educational need which names the school or if this is the only school that can meet their long term medical needs
- Those who live in the catchment area and already have a brother or sister at the school
- Children living in the catchment area
- Children living outside the catchment area who have a sibling at the school
- Children living outside the catchment area who have been refused a place at their catchment area school because of over subscription
- Children living outside the catchment area

The closing date for admissions is shown in the Admissions Guide to Parents, and is normally early December with acceptance letters being issued during April from the Admissions team.

Cambridgeshire Children and Young Peoples Service policy states that a primary school will be full and thus pupils may be refused admission when the published admission number (PAN) for that year group has been reached.

Children are normally admitted to Spaldwick School in the September of

the academic year in which they have their fifth birthday. The reception teacher visits all the children at the local playgroup and at home before they start school full-time. During this time your child will have the chance to spend some afternoons in school getting used to all the aspects of the reception class. The children will be part time for the first week.

At the age of eleven all children transfer to secondary school. The majority of our children move to Hinchingsbrooke School and we liaise very closely with the staff of Hinchingsbrooke to ensure the children are well prepared for the transfer.

School Discipline

Matters of discipline are dealt with initially by the class teacher or 'on duty' member of staff. When a situation demands it the Headteacher assumes responsibility for disciplinary measures. At all times children are encouraged to consider and be responsible for their own actions. The aim is always to make the pupil more aware of the necessity for self-discipline, self-awareness and self-control. If there is a serious or persistent breakdown in conduct, the school always seeks to discuss the situation with parents.

The school has a code of conduct designed to ensure that everyone working at Spaldwick School feels safe and valued.

Code of Conduct

We have a positive Code of Conduct that sets the standard of behaviour in the school.

- Every child has the right to learn without being distracted by the bad behaviour of others.
- Every child in our school is valued. Physical or verbal abuse will not be tolerated.
- We encourage tolerance and understanding and do not accept discrimination in any form.
- Everyone should be treated with courtesy and consideration, giving and receiving respect. Bullying is completely against our values and ethos and will be dealt with severely.
- All children should respect school property and the property of others and take pride in their classrooms and the school.

The school has a positive system of rewards to reinforce this code. For a break of the school's code of conduct, punishment is given which is designed to be both corrective and positive, and important incidents are logged on the child's record.

The Governors



Every school has a governing body composed of parents, teachers, staff and other people from the local community. Governors have an increased responsibility for the effective management of our school, acting within the framework set by national legislation and by the policies of the Local Authority. Governors are involved in school curriculum policy, allocating the schools budget, setting standards of behaviour, appointing staff and maintaining the school premises. Part of their role involves an annual report to parents. The information is presented as an on-line report called The School Profile. If you wish to contact the governors please do so through the school secretary.

Home / School Partnership

The link between school and home needs to be strong if we are to achieve the very best for our children. It is important that your child feels happy and secure at school knowing that parents and teachers support each other. We welcome parents into school believing that we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school. If you are interested then please speak to your child's teacher.

Friends of Spaldwick School (FOSS)

FOSS provides invaluable support to the school. It is a registered charity which is managed by 2 committees, overseen by a Board of Trustees. The main aims of the FOSS are to support the education and welfare of the children attending the school by:

- raising funds for the benefit of the children
- providing opportunities for educational and social occasions
- fostering liaison between the School and its community

You are welcome to come along to any of their regular meetings.



The School and the Community

We aim to involve not only parents, but also the wider community in the life of our school. The school has close contacts with many individuals and groups who visit the school and help to broaden the education of our children.

The school has a community annexe that is regularly used by local groups. These groups are represented on the Spaldwick Community Room Users Association who, with the governors, oversee the use of the school for community purposes. If as an individual or a group you are interested in using the school premises, please contact the School Secretary.

Curriculum

The curriculum of the school is both broad and balanced. Great emphasis is placed on planning the curriculum so that each year the children are building upon the skills, knowledge and understanding acquired the previous year.

A major part of the school's curriculum is the National Curriculum, which consists of three core subjects, English, Mathematics and Science and foundation subjects of Information & Communication Technology, Design Technology, History, Geography, Art & Design, Music and P.E. Religious education is also taught to the Cambridgeshire Agreed Syllabus. Personal, Social & Health Education is also taught.

Each term's work is carefully planned. Teachers in each Key Stage plan together to ensure continuity and progression through the National Curriculum for all children.

Copies of all the National Curriculum documents, the School Development Plan, School Policy documents and examples of our Records of Achievement are available; you are welcome to examine these folders at any time.

Core Subject: English



English is the essence of the curriculum and is inherent in all subject areas. It consists of:

- Speaking and Listening
- Reading
- Writing - Composing
- Spelling
- Handwriting

Speaking and Listening

Children need to be able to listen effectively. They also need to be able to express themselves clearly and concisely. Many activities are provided to develop these essential skills of communication that are fundamental to the child's learning.

Children at Spaldwick experience many opportunities for Speaking and Listening and enjoy involving parents at class assemblies and concerts at various times throughout the year.

Reading

One of the greatest gifts we can give a child is the ability to read. We place great emphasis on the teaching of reading and aim to encourage children to develop an enthusiasm for reading. The reading books are organised into levels and consist of texts from different schemes and styles. We have a policy of shared reading with parents. Children are encouraged to take books home to share on a daily basis. The teaching of reading does not stop once a child can read fluently. We aim to extend and develop children's reading skills whatever their level. The school has a well-stocked library of fiction and non-fiction books, which we continually seek to update and develop.

Writing

Opportunities are provided for children to develop the skills required to write for a variety of purposes and different audiences e.g. stories, poems, plays, lists and reports.

From the first year every attempt is made to ensure that children develop a command of basic English that includes punctuation, grammar and spelling.

Spelling

The school has a structured spelling programme which is taught throughout both Key Stages.

Handwriting

Children are taught letter formation in the early years that is then developed into a cursive style. Great emphasis is placed upon the careful presentation of work. Concentrating on good careful handwriting encourages children to produce quality work from the outset.

The Literacy Hour

The children have a set hour every day for literacy. All the time in the literacy hour is spent reading and writing. Teachers plan this work using the government's Literacy Framework document.

Core Subject: Mathematics

We aim to help pupils understand the application of mathematical ideas and to develop the confidence to use mathematics as a tool with speed and accuracy. This is achieved through teaching mathematics in a practical and relevant way.

The Numeracy Hour

As with literacy, mathematics is delivered by an intensive teaching session every day that includes class teaching, mental maths and group work activities.

Mental maths skills are given a high priority throughout the school to enable children to use these strategies in other areas of mathematics as their knowledge develops.



There is a strong element of number work both traditional and investigative that extends children's logical thinking, giving a sense of achievement and an enjoyment of the subject. The more practical skills e.g. length, weight, time and money are developed and extended through real life situations and direct experience. The National Numeracy Strategy is used as a framework but many other resources are used to supplement and complement the work. The correct use of a calculator is taught and encouraged where appropriate and full use is made of computers in this and in other areas of the curriculum.

Core Subject: Science



We aim to develop the children's scientific skills through first hand experiences and direct teaching. Children are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. Programmes of Study also include on-going work on materials and their properties and physical processes. We hope also to foster responsible attitudes towards the environment and all living things.

Foundation Subjects

Information and Communications Technology (ICT)

ICT is taught as a subject in its own right and as a means to access and enhance other areas of the curriculum. We are proud to have ICT recognised as one of the strengths of the school. We have an ICT Suite, and on-line access in all the classrooms and the library. All classrooms have an interactive whiteboard to enhance teaching and learning.

The four capabilities in the ICT curriculum are:

- Communicating and handling information - using ICT to generate and communicate ideas in written, numerical, visual or aural forms, and to retrieve, analyse and amend information,
- Modelling - exploring computer representations of ideas and of real and imaginary situations,
- Controlling - using ICT to control external events,
- Monitoring - using ICT to keep track of external events.

The School uses digital cameras, a digital video camera and scanners to aid the children's learning. In Key Stage 1 children develop the skills necessary to control floor robots - Bee-Bot in KS1 and a Roamer in KS2.

We are connected by broadband to the internet through the county system which has a high level of security. This means that children learn how to use the Internet safely and are able to send and receive e-mails from other classes, other schools and their teachers.



Swifts working at a computer



Kingfishers receiving their ICT Film award

The current addresses for the school are

- | | |
|-------------|--|
| Robins | robins@spaldwickschool.org.uk |
| Swifts | swifts@spaldwickschool.org.uk |
| Blackbirds | blackbirds@spaldwickschool.org.uk |
| Kingfishers | kingfishers@spaldwickschool.org.uk |
| Kestrels | kestrels@spaldwickschool.org.uk |
| Puffins | puffins@spaldwickschool.org.uk |
| Eagles | eagles@spaldwickschool.org.uk |

History



Y6 Visit to the British Museum, as Evacuee Chikdren.



Y3 Victorian Assembly.

During their time at Spaldwick each child will study aspects of British and World History in accordance with the National Curriculum. We aim to teach children the skills of gathering, interpreting and analysing historical evidence as well as knowledge about important events in the past.

We believe strongly that a child learns by doing and history is no exception. Drama, technology, art and many other curriculum areas can be used to bring history to life for the children. We also provide opportunities for children to study

local history first hand by the use of local buildings, records and resources in order to broaden their studies.

Geography

In geography we aim to develop the child's awareness of themselves in their immediate environment as well as extending out into the wider world.

Geography provides numerous opportunities to create and study maps, atlases and the globe, to study and record the weather, to find out how the earth's physical features were formed as well as to discover and research the wider sensitive issue of man's effect on the environment and to consider what we, as its inhabitants need to do in order to look after it.

Design Technology



Y5 Food Technology – The Biscuit Project.

Our approach to design technology is cross-curricular. We provide our children with opportunities to work with a wide variety of materials such as wood, clay and textiles. We also enable children to participate in cookery activities. The children are helped to develop skills that enable them to plan, design, make, modify and evaluate.

Art & Design

Art for most children is a natural form of expression, a means of communication and a source of great pleasure. Art helps children to observe and interact with their environment and to develop a sense of wonder and curiosity about the world. We introduce the children to a wider range of media such as pencils, pastels, paint, charcoal, print, textiles and clay. We aim to develop children's technical skills that will allow them to express themselves more fully and instil confidence and pride by achieving work that is of a high standard.



Robins – creating a class printed collage



ArtHistory link; creating mummies

We introduce children to a wide variety of artists' work from different periods and cultures.

Music

Music is an expressive subject and pupils are given opportunities and are encouraged to be creative through music making and composition.

Pupils are provided with an environment in which they can develop an understanding and appreciation of music through singing and listening.

All classes also engage in a Wider Opportunities Music Programme, with each class developing their knowledge and skills with a particular focus. FS/Y1 – Action Songs, y2 –Ocarinas, Y3-Keyboards, Y4 –Tin Whistles, Y5 – Samba Band and Y6- African Drums

There are many opportunities throughout the year for the pupils to perform to the whole school, parents and at community and music festivals.



Spaldwick Youth Singers
at Bedford Music Festival



Y2 Ocarinas

Physical Education

We aim to develop agility, co-ordination and confidence through physical activity, encourage a competitive spirit and recognise the value of co-operation with others.

The pupils have three sessions of P.E. a week that over the year will be made up of a variety of activities.

Floor and apparatus work or dance usually takes place in the hall.

Games lessons usually take place outside and pupils are given the opportunity to learn a variety of skills related to particular games such as netball, football, Unihoc and rounders. We have netball and football teams and friendly matches are played throughout the year.

In the summer athletic skills are practised leading up to Sports Day.



Swimming for KS2 children is arranged at a local pool that caters for all ranges of ability from the complete beginner to the more advanced swimmer. This takes place in the summer term.

We are also a partnership school with Hinchingsbrooke Secondary School, a local secondary school with Sports College Status. This partnership provides access to many wide ranging physical activities, such as specific sports coaches supporting both lessons and after school clubs.

Religious Education

Religious education is taught throughout the school in accordance with the Cambridgeshire Agreed Syllabus of Religious Education. The aim of religious education is to enable children to understand the nature of religion, its beliefs and practices. There is daily collective worship for each child as a whole school, a Key Stage group or a class group.

Parents have the right to withdraw their child from R.E. lessons and assembly if they wish and need to make an appointment with the Headteacher.

Personal, Social and Health Education (P.S.H.E.)

We have a whole school approach to personal, social and health education. It is very important that we prepare pupils for the opportunities and experiences they will meet in adult life. PSHE encompasses spiritual, moral, cultural, intellectual and physical development. Many of the school's aims form the foundation of the PSHE Policy.

Much of the work is taught as part of other curriculum areas such as Science, R.E., English, Drama, and P.E. as well as through school and class assemblies.

A range of teaching methods is used such as circle time, discussion, drama and role-play.

The scheme of work covers three broad areas:
Citizenship, Healthy Lifestyle, Emotional Well Being and Relationships.

Sex Education for Year 6 pupils is taught partly through the PSHE Policy and partly through the Science curriculum. The detailed programme can be found in the Sex Education Policy available from the school office.

School Council – The Hooting Parliament

The children are invited to contribute to a school council where their views and concerns on matters related to school life are discussed and suggestions or improvements are considered. Each class has two school council representatives. The school also contributes to the HuntsNet school council -23 United.



Pupil Voice- The Fruity Tooties, our healthy eating pupil group

This group, with membership from each class, meet regularly to promote healthy eating in school. They liaise with the School Caterer.

Assessment and Record Keeping

Assessment is a continuous process that takes place in all areas of school. Through it we hope to build a complete picture of a child's development not only intellectually but also emotionally, socially and physically. Through assessment we can plan the next steps the child needs to take in the educational process.

Assessment takes many forms. We assess children through discussion and close observation of them at work as well as through more formal testing procedures.

Children undergo Standard Assessment Tasks or Tests (SATs) at the end of Year 2 (which support teacher assessment), statutory Standard Assessment Tests in Year 6, and non-statutory tests in Years 3, 4 and 5. SATs are a series of activities in Mathematics, Science and English that assess children's understanding of the subjects. The results of these will be reported to parents at the end of the summer term.

Reception children are assessed through the Foundation Stage Profile before being merged onto the National Curriculum by the end of that year. Parents are kept informed of their child's progress through the six areas of learning within the FSP.

End of Key Stage targets are set annually for all children. This information is passed on to parents during the spring parents evening where individual targets for each child are discussed and agreed with parents. Progress towards these targets can be monitored both qualitatively and quantitatively over the year.

There are parents' evenings termly throughout the year. At these meetings you have the opportunity to discuss your child's progress with his/her teacher. Please do not feel you have to wait until these meetings if you wish to talk to your child's teacher. We are a very open school and encourage parents to make every effort to talk to us when there are problems or to share any concerns they have about their child at home or at school. Similarly, if we have concerns we will contact you.

Records of Achievement

Records of Achievement aim to be a positive record of the child's whole achievements; personal, social and academic both inside and outside school, as well as a powerful motivating force by promoting the child's self esteem and self confidence.

Special Needs

At Spaldwick School we are committed to meeting the educational needs of each of our individual pupils.

The school caters for the needs of all pupils with special educational needs with and without statements. All teachers plan, set and mark work that is appropriate and relevant to the individual needs of pupils. The school adheres to the SEN Code of Practice recommended by Cambridgeshire LEA. The Inclusion Manager is responsible for overseeing assessment and provision.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school. Gifted and talented children are identified and are given extension activities to meet their needs in particular curriculum areas.

A copy of the Special Educational Needs Policy is available on request.

The name of the Inclusion Manager is Mrs Vicky Arbuthnott.

Accessibility

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available on the school website or at the school office) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of school and home working in partnership.

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day

Home School Agreement

All parents undertake to support and contribute to their child's education by means of the Home School Agreement. The school also has a part to play in the process. Together Home and School are therefore supporting each child to achieve their full potential.

Extra Curricular Activities

Apart from the normal curricular activities a number of clubs are organised outside school hours. Regular activities currently involve multi-skill games, football, Music composing, tag rugby, belly dancing, gymnastics, chess, choir and art club.

Other events such as residential experiences and participation in local sports and musical activities also take place. During the year a course in cycling proficiency is organised for year six pupils.

If you wish your child to attend these clubs you must sign a permission slip that the school will provide. When the activity follows afternoon school we ask that you inform the school in writing of any changes to bus routines and make adequate arrangements for your child's safe journey home.

Gifted and Talented Children

The school recognises the talents of our gifted children, giving them the opportunity to work on specific curriculum areas and making them aware of activities outside the school that they may wish to participate in.

School Prospectus

Information within this brochure is correct at the time of printing but may be subject to change.

Fair Processing Notice

The school has a brochure for parents which explains the uses made of personal data by there school, LEA, DFES and other organisations, and how this follows the Data Protection Act 1998.

Please ask for a copy of the Fair Processing Notice at the school office.

Assessment Arrangements

Since its introduction in 1989 the National Curriculum and assessment arrangements have been modified several times.

The results of National Curriculum teacher assessment and tests/tasks (SATs) are reported alongside each other in your child's report. Teacher assessment reflects the teacher's knowledge of your child's attainment across the whole subject, whereas tasks and tests provide a snapshot of your child's attainment in selected parts of English and mathematics at the end of the Key Stage. Teacher assessment and tests/tasks complement each other. Each is important in providing a full picture of your child's progress and attainment.

KS1 pupil results are Teacher assessment only from 2005.

Assessment Results

These tables show the percentages of the 28 Year 6 children achieving each level at Spaldwick Community Primary School in 2009.

TEST RESULTS

	Level 3	Level 4 +	Level 5	Pupils Absent
English	11%	89%	46%	
Maths	7%	92%	60%	
Science	0%	100%	85.%	

These tables show the percentages of the 27 Year 2 children achieving specific levels at Spaldwick Community Primary School in 2009.

TEACHER ASSESSMENT

Levels	2b+	3
Reading	89%	33%
Writing	92%	26%
Maths	96%	22%

N.B Figures may not total 100% because of rounding.

School Term and Holiday Dates

2009 – 10

Autumn Term

2nd Sept – 18th Dec

Friday 2nd October – school closure day

Half term 26th Oct – 30th Oct

Spring Term

4th Jan – 1st April

Friday 12th Feb – school closure day

Half term 15th Feb – 19th Feb

Summer Term

20th April – 22nd July

Half term 31st May – 4th June

2010 – 2011

Autumn term

2nd Sept - 17th December

25th-29th October – half term

Spring term

5th January – 8th April

21st – 25th February – half term

Summer term

Wednesday 27th April - 22nd July

30th May – 3rd June – half term

Additional school closure days to be confirmed later

Staff

Teaching Staff

Miss R Prior	Head Teacher
Mrs Arbuthnott	Inclusion Manager
	Deputy Head Teacher
Mrs P Bell	KS1 leader
Mr J Canavan	KS2 leader
Mr K Hatton	
Mrs F Bickerdike	
Mrs J Saunders	
Mrs C Berridge	
Miss H Vasey	
Miss K Body	

Support Staff

Mrs C Hesketh	School Secretary
Mrs C Banks-Popple	Financial Secretary
Mrs F Thomas	Clerical Assistant
Mrs J Robinson	Classroom Assistant
Mrs R Balchin	Classroom Assistant
Mrs J Whitlock	Classroom Assistant
Mrs M Burrin	Classroom Assistant
Mrs A Harbour	Classroom Assistant
Mrs J Bennett	Learning Support Assistant
Mrs M Loakes	Learning Support Assistant
Mrs L Allen	Learning Support Assistant
Mrs E Belgrove	Learning Support Assistant
Mrs T Button	Learning Support Assistant
Miss H Parker	Learning Support Assistant
Mrs S Winterlich	Learning Support Assistant
Mrs K Dean	Learning Support Assistant
Mrs A Leaver	Classroom Assistant ICT
Mrs D Page	Nursery Nurse
Mrs C Hindmarsh	Nursery Nurse
Mr E Pearce	Caretaker
Mrs P Hanks	Caretaker
Mrs T Button	Midday Supervisor
Mrs J Dennis	Midday Supervisor
Mrs S Winterlich	Midday Supervisor
Mrs T Harris	Midday Supervisor
Mrs Gibson	Midday Supervisor
Mrs L Ives	Midday Supervisor
Mrs L Grindley	Cook
Mrs M Scotney	Catering Assistant

Governors

Mr P O'Neill (Chair)	Mr J Hills
Mrs C Traynor	Mr E Pearce
Mr B Baldwin	Mr D Hindmarsc
Mrs P Bell	Mr I Yates
Mrs C MCKallip	Mr D Denton
Mrs L Allen	Mr I Harbour
Miss R Prior Headteacher	
Mr B Fradin Clerk	

Finance Committee

Mr P O' Neill
 Mr B Baldwin
 Mr B Baldwin
 Mr D Hindmarsh
 Miss R Prior

Premises Committee

Mr E Pearce
 Mr Hindmarsh
 Mr P O'Neill
 Mrs C Traynor
 Miss R Prior

Personnel Committee

Mr I Yates
 Mr J Hills
 Mrs C Makallip
 Mrs L Allen
 Miss R Prior

Curriculum Committee

Mr D Denton
 Mr I Harbour
 Mrs P Bell
 Mr J Hill
 Mrs L Allen
 Miss R Prior