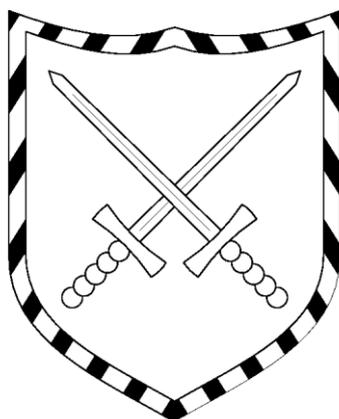


St Paul's Church of England (VA) Primary School



St Paul's Church of England (Voluntary Aided) Primary School

Coronation Street

Cambridge

CB2 1HJ

Telephone: 01223 568840

Fax: 01223 712065

e-mail: office@stpauls.cambs.sch.uk

web: www.stpauls.cambs.sch.uk

Contents

Introduction	3
St Paul's School Aims	4
Staff and Governors of St Paul's School	5
Admissions	7
The School Day	7
School Uniform	8
Health and Welfare	10
Curriculum	13
Equal Opportunities	17
Special Educational Needs	17
Assessment	17
Homework	18
Parent, Teacher, Friends' Association	19
Parents and school: a partnership	20
Appendix 1 Term Dates	21
Appendix 2 General School Rules	22

Inspection

St Paul's was inspected by Ofsted in December 2015. We were very disappointed to receive a 'Requires Improvement' rating but the lead inspector felt (as we do) that we could turn this around very rapidly. The inspection report commented 'Pupils behave well. They have positive attitudes towards their work and are respectful towards each other and the adults who teach them.'

Our SIAS (Statutory Inspection of Anglican Schools) inspection was in September 2012. They wrote: 'Christian values taught through collective worship are at the heart of the school's community life. The school's close link with the church is recognised by pupils and parents as a distinctive feature of the school.'

The school would be pleased to supply you with a copy of the summary at your request.

Introduction

Welcome to St Paul's Primary School. This booklet is for parents and carers of all children at this school and for families of children who will join the school in the near future. We hope you will find it helpful and that you will keep it for reference.

If this is your first association with the school, we welcome you very warmly and look forward to a happy and successful working relationship over the coming years.

The school was founded in 1845 by the National Society, a Church of England body which was responsible for establishing Christian education in England for young children from the eighteenth century onwards. That tradition continues, bringing a Christian ethos to the daily work and life of the school.

There is a daily collective act of worship, which may take different forms. Children are encouraged to make an active contribution to the daily act of worship. The main Christian festivals are celebrated either at school or at St Paul's Church. Members of the local clergy work in close contact with the staff and children and are welcome visitors to the school.

When you join the community of St Paul's School, you are coming into a group of parents and children who, with the staff and governors, work to create a caring learning environment. We all want the children who attend St Paul's to have a purposeful and satisfying experience and a sense of well-being. We want children to grow and develop and eventually to leave us having enjoyed a rewarding experience.

The participation of parents, governors and community is greatly encouraged within the school. Close communication with parents is considered to be extremely important at St Paul's Primary School.

If there is anything more you would like to know, or if you would like to visit the school, please telephone the school and arrange an appointment with the school secretary or the Headteacher. We welcome visitors.

Mr S Jordan
Headteacher

St Paul's School Aims

Our aims, in partnership with parents, carers and with the Church are to:

- develop each child's full potential in all areas: whether academic, creative, physical, social or spiritual;
- celebrate children's particular talents and actively encourage individual and collective achievement;
- build a caring and supportive community in which all, adults and children, participate with a common sense of purpose and shared responsibility.

Our vision for Teaching and Learning at St Paul's Primary School is one in which our children are motivated and challenged by a holistic and creative curriculum. St Paul's celebrates the individual talents and styles of our teaching and support staff and in doing so, provides our children with a rich and diverse learning experience.

At St Paul's, we want our **teaching** to be:

- inspiring, passionate and exciting;
- grounded in knowledge;
- based on a variety of styles;
- well planned and age appropriate;
- challenging for the children and aiming for excellence.

When they are **learning**, we want our children to:

- develop their skills, knowledge and understanding through investigating, acquiring and practising;
- learn through a variety of styles;
- have their personal and individual needs catered for;
- be given a variety of opportunities;
- develop their talents and maximise their potential.

We also want our children to develop **attitudes** of:

- self-motivation and independence;
- confidence;
- respect;
- enjoyment and a life-long love of learning.

We recognise the importance of **assessment for learning**:

- to help children be confident about what they have learned;
- to set targets for children's future learning;
- to show children how to reach those targets;
- to include self assessment and peer assessment.

We recognise that the **learning environment** needs to be:

- stimulating and attractive;
- developed inside and outside the classroom;
- safe and well organised;
- owned by the children themselves.

The Staff and Governors of St Paul's School

The school is made up of seven classes with one class for each year. Children are divided into year groups and they move with that group through the school. The immediate day-to-day responsibility for the education and welfare of the children rests with class teachers who are accountable to the Headteacher, Mr S Jordan.

Teaching Staff from September 2016

Mr N Harris	Class teacher Y6; Deputy Head; leads English
Mrs M Kimberley	Class teacher Y5; leads Geography and History
Mr M Smart	Class teacher Y4; Inclusion Manager; leads Physical Education
Mr T Litting	Class teacher Y3; leads Maths and Computing
Mrs C Brown	Class teacher Y2; leads Science
Dr A Lombardi	Class teacher Y2; leads Modern Foreign Language
Miss C Biss	Class teacher Y1; leads Religious Education
Mrs I Reece	Class teacher YR; leads Early Years and Art
Miss M Lee	Class teacher YR
Mrs S Day	Class teacher for various classes; leads Technology
Mr S Spencer	Sport Teacher
Mr B Sawyer	Sport Teacher

Support Staff

Secretary	Miss S Williams
Admin Assistant	Mrs S Mottaz
Finance Manager	Mrs C Bernal
Site Manager	Mr C Jackson
Teaching Assistant	Ms M Brown
Teaching Assistant	Ms A Julian
Teaching Assistant	Mrs C Baile
Teaching Assistant	Mrs F Henville
Teaching Assistant	Miss S Slater
Teaching Assistant	Ms S Flowers
Teaching Assistant	Mrs A Planitsiadou
Teaching Assistant	Ms J Turner
Teaching Assistant	Mrs S Brown
Teaching Assistant	Mr B Henville
Teaching Assistant	Mr S Obeso
Lunchtime Coordinator	Mrs S Mottaz
Lunchtime Supervisor	Mr B Henville
Lunchtime Supervisor	Mrs I Longmore
Lunchtime Supervisor	Mrs Z Ali
Lunchtime Supervisor	Mrs F Garcia
Lunchtime Supervisor	Mr B Sawyer
Lunchtime Supervisor	Miss Y Williams

School Caterer	Ms C Arnold
----------------	-------------

School governors

The Governing Body works closely with the Headteacher on the strategic direction of the school. It meets at least twice a term with additional sub-committee meetings to discuss individual matters, such as the school curriculum and the school finances. The minutes of the Governors' meetings are available to all parents.

Governing Body

Mr C Hayhurst	Chair/Parent Governor/ Finance & Personnel
Dr A Thompson	Vice Chair/Foundation/Finance & Personnel
Mrs B Jones	Foundation/Teaching, Learning and Pupil Welfare /EY
Rev M Beckett	Foundation
Ms E Carne	Foundation/ Teaching, Learning and Pupil Welfare
Mr S Jordan	Headteacher Governor/Finance & Personnel/ Teaching, Learning and Pupil Welfare/ASC/Admissions
Mr N Harris	Teacher Governor/ Teaching, Learning and Pupil Welfare
Mrs A Planitsiadou	Support staff (co-opted)
Mrs S Collins	Parent/Teaching, Learning and Pupil Welfare
Mr M Pullen	Foundation/After School Care/ Finance & Personnel
Dr A L Taylor Tavares	Local Authority Governor/ Finance & Personnel
Mrs A Hornsbury	Foundation/Teaching, Learning and Pupil Welfare
Mrs E Penman	Foundation/Teaching, Learning and Pupil Welfare

Governors can be contacted via the school. The different types of Governor are:

- 4 Foundation Governors appointed by The Church Schools of Cambridge (the Old Schools) Trust which owns the freehold of the land of four Cambridge Voluntary Aided Schools and is responsible for the upkeep of the buildings.
- 4 Foundation Governors appointed by the Diocesan Board of Education on the recommendation of the Parochial Church Council of St Paul's Church
- 2 Parent Governors
- 1 Local Authority Governors appointed by the Local Authority
- 2 Staff Governors
- 1 co-opted governor, who is a member of the school support staff.

Cambridgeshire Local Authority (LA)

Office for Children and Young People – Director of Learning, Keith Grimwade

Local Authority:

Cambridgeshire County Council
Education Department
Castle Court
Shire Hall
Castle Hill
Cambridge
CB3 0AP
Telephone: 01223 717177

Education Officer:

Mr C Meddle
Education Department
Shire Hall
Telephone: 01223 717685

Admissions

Arrangements for parents to visit the School

Parents wishing to visit the school prior to applying for, or when accepting a place, are always welcome. The administrative staff will be pleased to provide a brief tour at a mutually convenient time. An appointment can be arranged to speak with the Headteacher.

Admissions

Further details of the arrangements as they affect your child will be sent to you during the summer term before admission.

Children will not be accepted for admission outside their date-of-birth natural year group unless an exceptional need has been clearly identified. Deferred or accelerated entry is rare but any such application will be considered by a panel consisting of Educational Psychologist, Education Officer (or Early Years Advisor), the Headteacher and the Chair of the Admissions Panel. Parents will be invited to attend the hearing.

For admission to any other year group please contact the Local Authority Admissions team.

Staff are happy to meet and talk with parents about their children throughout the school year, but it would be helpful if you would telephone or write to the school in advance to arrange a mutually convenient time. There are formal times during the year when parents can meet teachers to discuss their child's progress more fully.

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. For KS1 the legal limit in each class is 30 and for KS2 the figure is set by the Headteacher and Governors and is 30 in any given class. 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 that year group for them all to be given a place. If this should happen we will give priority to children according to a list of carefully agreed criteria.

If, having considered your case, we cannot offer you a place, then you have the right to discuss the matter with the Local Authority. Write to: The Education Officers (Schools), Castle Court, Castle Hill, Cambridge CB3 0AP or telephone 01223 717667.

Your case will be heard by an independent panel which has the power to override the decision of the LA.

The school day

School grounds open	8.45 a.m.
School starts	8.55 a.m.
School gates close	9.05 a.m.
Lunch time	12.25 p.m. - 1.25 p.m.
School finishes	3.30 p.m.
School grounds close	3.45 p.m.

Teacher supervision

Staff act in a supervisory capacity for a period of 10 minutes before school opens. Children should not arrive any earlier than this, as they will not be supervised.

Please ensure that your child arrives promptly for the start of the school day at 8.55 a.m.

All parents must accept responsibility for their children at the end of the normal school day. Children should be collected at 3.30 p.m. Older children, with permission from parents to walk home alone, should go straight home.

Children who remain for after school clubs should be collected promptly. Any child who is not met by an adult at the end of the school day or after a club will be asked to wait by the School Office and not at the back of the school. If parents are unexpectedly delayed they should contact the School Office to make alternative arrangements.

School uniform

It is the expectation that all pupils will wear the St Paul's uniform. School clothing in the school's royal blue with the school name on are available to order online from a quality school uniform supplier. Please see the school website. Local stores may be used to purchase uniform in the appropriate colour. No shoes should have high heels.

Jewellery and nail varnish must not be worn in school. The only exceptions are watches and studs for pierced ears or medi-bracelets. These items must be removed during lessons involving physical exercise. Long hair should be tied back.

It is very useful to provide your child with an overall to protect clothing during art and craft lessons. For swimming, children need a swimming costume or trunks, and a towel.

Girls' uniform:

- either a grey skirt, pinafore dress or trousers
- a white shirt or a white or royal blue polo-shirt
- a royal blue sweatshirt, zip-through, v-neck or cardigan
- optionally a royal blue check dress for the summer
- black shoes with low heels and white socks.

Boys' uniform:

- grey trousers or shorts
- a white shirt or a white or royal blue polo-shirt
- a royal blue sweatshirt, zip-through or v-neck sweater
- black shoes and grey socks.

The P.E. kit for both girls and boys is navy blue shorts with a white polo shirt. It is important that children have these items in school at all times. Please ensure that these items are washed regularly. Children should also wear trainers which support the feet.

All clothing and other personal items brought to school by children should be clearly marked with their names. All Physical Education clothing is available from the school website (www.stpauls.cambs.sch.uk).

Personal property

It is not advisable for children to bring valuables, money or mobile phones to school. If it is unavoidable, these must be given to the class teacher for safe keeping after registration. The school has no insurance for damage or loss. Children should not bring toys, books or games from home unless they are requested to do so by the class teacher.

Lost property

If any small items of unnamed property are found, e.g. glasses, they are put in a lost property box in the School Office. Large items, e.g. clothing, are placed in the courtyard and parents are encouraged to look here first if property has been lost. Unclaimed property is given away to charity shops after two weeks.

School security

The school has a security-coded entrance system and a strict visitors' policy which is implemented during the school day. All helpers (including parents) must be checked by the Disclosure and Barring Service. For further details contact the school office.

All visitors to school are required to sign the Visitors' Book in the School Office and to wear a visitor's badge whilst they are working in school. Children have been asked to be vigilant and report to a member of staff any unknown adult in school who is not wearing a visitor's badge.

Personal safety is an issue that we regularly address in assemblies and class discussions.

Newsletter

Four times a term (approx every three weeks) a newsletter is sent home via a child or parentmail (for details contact the school office), outlining the events of the weeks ahead. It will also report on recent happenings and keeps you up-to-date. This newsletter is also available on our website – www.stpauls.cambs.sch.uk.

School meal arrangements

Children who wish to have a school meal should bring their dinner money to school on a Monday in a clearly labelled envelope. The school meals are properly balanced and healthy, thus ensuring the children are able to tackle the remainder of the school day with renewed energy. Parents may pay for meals for half a term in advance. Refunds resulting from a child's absence will be carried forward. Cheques should be made payable to *St. Paul's C of E Primary School* and crossed. School meals must be cancelled by 10 a.m., otherwise the meal must be paid for.

If you think you are entitled to free school meals please ask for an information sheet from the School Office as this may also entitle your child to additional funding for extra support. All children in Reception class, Year 1 and Year 2 are eligible for a free school meal.

You may choose to provide a packed lunch for your child. For reasons of safety and hygiene, we request that sandwiches are packed in an appropriate container, e.g. a plastic box that is labelled with the child's name and class. All drinks must be in a carton or a plastic container. Please do not give your child sweets in their packed lunch and ensure the lunch is well balanced and healthy.

Health and Welfare

Medical Welfare

Please let us know if you are aware of any medical conditions that may affect your child's learning or behaviour. The school nursing team are available to give advice on a variety of health-related matters.

Parents are asked to notify the school if their child develops any illness that could affect their school life (e.g., eczema, asthma) and whether there are any foods to which they are allergic. We are not permitted to administer medication to children.

When a child is taken ill at school, parents are contacted as soon as possible so that the child may be collected from school. For this reason, parents are asked when their child starts school to complete a form telling us where either parent may be contacted during the day and to provide us with a local contact when the parents are unobtainable. If the school is unable to make contact your child will either be taken to their own doctor's surgery or to the Accident & Emergency Department at Addenbrooke's Hospital. In rare instances where an ambulance has to be called, a member of staff will accompany the child to hospital if the school has been unable to contact parents. The School Office will continue efforts to communicate with the parents who should then relieve the member of staff at the hospital.

Please keep us up to date with any changes in home or work-place number. Do not send a child to school if he or she is unwell.

Child Protection Procedures

The Local Authority requires Headteachers to report any obvious or suspected case of child abuse, which includes non-accidental injury, severe physical neglect, emotional abuse or sexual abuse. This procedure is intended to protect children at risk, and schools are encouraged to take the attitude that where there are grounds for suspicion, it is better to be safe than sorry. It is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, will accept that the Headteacher will act in what is believed to be the child's best interests.

The Governing Body subscribes to safer recruitment procedures and all newly-appointed staff and parental helpers and volunteers must be police-checked and checked by the Disclosure and Barring Service prior to taking up their respective posts.

Absence from school

If your child is absent from school, please contact the school on the first day informing us of their absence. A brief letter or email (office@stpauls.cambs.sch.uk) must be sent when your child returns to school giving the reason for absence. If no letter is sent, then the absence will be noted as unauthorised. A short-term absence, e.g. attending a music examination, will require parents to complete a short term absence form available from the School Office. Holidays during term time are not permitted but we do understand that occasionally circumstances make absences unavoidable. The absence request form must be completed by the parent and returned to school before the absence commences. The form asks you to indicate what is the exceptional nature of the request. On very rare occasions longer time may be required and in this instance parents should put their request in writing to the Chair of Governors. Any additional leave will be counted as unauthorised absence.

From time to time there will inevitably be compassionate or other unavoidable grounds for children to be taken out of school during term time.

Teachers may give limited discretionary academic support for children going away during term time but parents should be aware that this will not be as comprehensive as they would gain if remaining in school. The Headteacher does not expect teachers to necessarily mark this work.

Pastoral care

Pastoral care is the concern of the class teacher. If problems arise, it is in the child's best interest to raise these as soon as possible.

If you are aware of a problem, please contact your child's class teacher. If only a *short* conversation is necessary, then the staff are generally available just before school commences and after school finishes. However, please do not disturb the class teacher once the children are in the classroom but leave a message with the School Office and the teacher will contact you as soon as possible. If you are unable to share the issue or problem with the class teacher then please contact the Deputy Headteacher. Finally if the issue remains unresolved please contact the office to arrange an appointment to see the Headteacher.

Behaviour Policy

Our school policy, which focuses on being positive and encouraging, can be accessed on the school website. There are clear rewards for doing the right thing in school. There are also consequences when children make inappropriate choices.

The anti-bullying policy follows on from this. We have to be clear about the distinction between bullying behaviour and children simply falling out. Nevertheless we have a clear procedure to follow when bullying behaviour is evident. This procedure is also used to help children sort out their differences. The policies can be viewed on the school website.

Road safety

Pay-and-display parking spaces in the vicinity of the school are very limited and there is no parking available on the school premises for parents. The area around St Paul's School houses five other schools, and at about 8.45 a.m. the streets are extremely busy. Cycling and riding on scooters is not permitted on school grounds by parents or children, so please dismount whilst on school property.

Children cycling to school must at all times be accompanied unless they have passed their safe cycling course.

This course is provided in school for children in Class 6 (10- and 11-year-olds). Parents are strongly urged to provide safety helmets for their children when they cycle to school.

Accidents

In the event of an accident the school will make every effort to contact parents. Appropriate First Aid may be given by a qualified member of staff. An ambulance will be sent for in the case of major accidents. If during the course of the school day a child suffers an injury involving the head, parents will be contacted if a child is in need of more care. Otherwise parents will receive a "bump" form alerting them to the injury. The form will contain a brief summary of the accident and the treatment that has been given. Parents are requested to monitor their child should they receive a bump form. All accidents are logged and major ones are reported to the Local Authority.

Illnesses

<i>Disease</i>	<i>Incubation period</i>	<i>Minimum period of absence from school</i>
Chickenpox	11-21 days	5 days from onset of rash
Diphtheria	2-5 days	Until bacteriological examination is clear
Food poisoning	2-24 hours	Until clinically fit
German measles	14-21 days	5 days from onset of rash
Measles	10-15 days	7 days from onset of rash
Mumps	15-24 days	5 days from onset of swollen glands
Severe sore throat	2-5 days	Until appropriate treatment has been given
Whooping cough	7-10 days	21 days from onset of cough

If your child suffers diarrhoea and/or vomiting, please keep him or her away from school until 48 hours after the symptoms cease. If you feel it necessary to administer any medicine then please do not send your child to school until they no longer require the medication.

The information above is only a guide and it must be stressed that if you are in any doubt whatever, you should consult a doctor.

Medicines in school

The staff have *in loco parentis* responsibilities for the welfare of children during school time, but the administering of prescribed medicines at prescribed times falls outside those responsibilities. Most medicines can be taken outside the school day. If this is not possible, parents or guardians may come into school themselves to give children the prescribed dose. Please note that teachers and support staff are not empowered to administer any medicines or drugs, or supervise children taking their own medicine/drugs. Under no circumstances should children be given drugs to administer themselves.

Curriculum

Curriculum, Organisation and Teaching Methods

The school's concern is the development of the whole child and the realisation of each individual's potential in every sphere of growth and learning.

The staff encourage the development of good learning attitudes, curiosity, originality, co-operation, perseverance, open-mindedness, self-evaluation, responsibility and independence. Our curriculum is designed to develop these characteristics as the child progresses through the school and provides the widest possible range of resources to meet individual needs.

The areas of the curriculum may be taught separately or may be integrated in a topic or project. We believe it is important to be flexible in our management of the learning environment. There are times when children work individually, in groups or as a whole class. A wide range of teaching methods is employed to ensure that each individual child's needs are addressed through a differentiated curriculum.

Reception Class (The Early Years Foundation Stage - EYFS) (4-5 years)

The Early Years Foundation Stage (EYFS) is crucial to every child's development, and during these years most basic skills and attitudes to learning and socialising are established. The National EYFS Curriculum, which precedes the National Curriculum for Key Stages 1-4 (5 to 16 years), consists of seven Areas of Learning:

The Prime areas are:

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

The Specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Creative Development

The emphasis in the EYFS is on active learning through play, and much of the learning is child-initiated rather than teacher-led, although there will always be a high degree of structure and interaction with the adults in the Reception classroom.

Key Stages

KEY STAGE 1: 5 -7 YEARS; KEY STAGE 2: 8-11 YEARS;

The National Curriculum for primary schools consists of:

- Core subjects:
English, Mathematics and Science
- Foundation subjects:
Computing, Design and Technology, Music, History, Art, Geography, Physical Education, Personal Social Health Education (PSHE), Modern Foreign Languages (KS2)
- Religious Education (compulsory for all pupils.)

English

We develop abilities and skills within an integrated programme of speaking and listening, reading and writing activities. We give children many and varied opportunities to talk for a wide range of purposes, encouraging clear, confident verbal expression and attentive listening.

In reading we develop skills that enable children to enjoy fiction and non-fiction materials, drawing on a wide range of texts including reference books, poetry, myths, legends, classic and contemporary children's fiction. We employ a variety of teaching methods and material including reading schemes and direct phonic teaching and we place great emphasis on reading as a pleasurable activity. In this way we aim to develop confident, enthusiastic readers who will continue to read for pleasure throughout their lives.

Children are taught to understand the value of writing as a means of communicating and as a means of developing ideas and imparting information. They are given opportunities to write for real purposes and for real audiences. Punctuation, grammar and spelling are considered important and there is direct teaching of these essential skills. Handwriting is taught throughout the school. Presentation skills are developed from Reception through to Year 6. As the children progress through the school there are opportunities for them to produce pieces of extended writing and links are made to other subject areas.

Mathematics

Children are taught to have a sense of the size of a number and where it fits into the number system and know by heart number facts (number bonds, multiplication tables, doubles, halves). A significant emphasis is placed on the importance of developing problem-solving strategies and work is also done on other mathematical areas including measurement, geometry and statistics.

Science

Children are taught how to behave as a scientist through the acquisition of science skills and through the participation and creation of scientific enquiries. The children also develop their scientific knowledge and conceptual understanding through the disciplines of biology, chemistry and physics. Children are also encouraged to consider the impact and use of science in the wider world and in the future.

Computing

Computing is taught to equip children to use computational thinking and creativity to understand and change the world. At St Paul's we have a class set of i-pads and 40 laptops for pupil use. E-safety is given a prominent status and is taught within each term's work.

Design and Technology

Children are given the opportunity to develop their design and technology skills through focused practical activities involving working with a range of materials and tools. Food technology is an important part of this curriculum area. Children are taught to work in a context of hygiene and safety.

History

Pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic

perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Geography

At St Paul's we develop skills in geographical enquiry by studying the United Kingdom and its relationship to other countries. Children investigate the physical and human features of their surroundings and much of this work is linked to geographical themes of rivers, weather, settlement and environmental change. Children look at how these environmental changes are caused, including effects of pollution and conservation measures. Their enquiry skills are developed through questioning geographical issues. Other skills are developed through practical activities involving map-reading, map-making, data collection and field work.

Art

We provide an attractive and stimulating environment for our children. We teach them to look carefully and sensitively and our curriculum is designed to develop skills of appreciation and understanding. We teach children to use a variety of tools and materials with skill and confidence. They are encouraged to express opinions about their own work and that of other artists, drawing on a developing knowledge of colour, pattern, texture, shape, form, line and tone.

Music

Children are encouraged to develop their listening skills, to sing and to use a wide range of pitched and un-pitched percussion instruments in composition and performance. St Paul's has a tradition of encouraging children to learn an instrument. Tuition is provided by individual tutors and instruments may be available for hire through them. The purchase or hire of an instrument and the payment for tuition is the responsibility of parents. Please ask at the office if you are interested.

Religious Education

We teach children to understand the nature of faith and what it means to belong to a religion. We study the six major world faiths, with a particular emphasis on Christianity, and the celebrations, beliefs and daily lives of believers. As the children develop their knowledge of religion, they also develop tolerant and inclusive attitudes and consider their own values as well.

Parents have the right to request that their child is withdrawn from religious assemblies and Religious Education on faith grounds. Parents wishing to exercise this right are requested to do so in writing to the Headteacher and will be asked to re-confirm this each year.

French

At St Paul's, we believe that learning a foreign language is a valuable, lifelong skill for all our pupils. As the study of a modern language has become compulsory for KS2 with the introduction of the new curriculum, the children are taught French from year 3 to year 6 on a weekly basis. All children at St Paul's are frequently exposed to a number of other languages through action songs, rhymes and storytelling linked as much as possible to our termly topics. In all cases, our ultimate aim is to foster pupils' curiosity towards other cultures in the hope that it will also encourage and motivate them to become lifelong learners of a number of languages.

Physical Education

Physical Education plays an important part in the school curriculum and in the life of the school. Children are encouraged to enjoy games and are taught to improve individual performance. They are expected to adopt good sporting behaviour when playing competitive sport in school or in matches against other schools. Through participation in gymnastics, swimming, games, athletics and dance activities children improve their physical fitness and become more aware of how this contributes towards their general health and well-being.

Children change in their classrooms for PE. Should any child be uncomfortable with the arrangements then parents can advise the school who will endeavour to make alternative arrangements e.g. allow a child to change at break or lunchtime with appropriate supervision.

All KS1 and KS2 children receive two hours of quality PE a week, some of which is taught by the class teacher and some is taught by PE specialists from *Premier Sport*.

St Paul's also offers a range of sports clubs throughout the year, including football, dance, tag rugby and cricket.

Sex and Relationship Education

The school's sex education policy is taught in a range of different subjects and is embodied in our health education policy (PSHE). This is a planned and continuous programme of work which takes place from Reception to Year 6.

Most of the work is carried out by class teachers who know your child well and who know and understand their individual needs. At times we invite outside visitors such as the community nurse and parents with babies to support us in these sessions.

We use a variety of resources which are evaluated by staff before being adopted for use. These include story books, poems, leaflets and videos. All materials are available for parents to view, as appropriate, at occasional parent meetings.

Parents are welcome to talk to the staff about the programme we provide and about any concerns they may have. The legal framework which schools must follow regarding sex education gives parents the right to withdraw their children from all or part of the sex education which is not part of the National Curriculum. Parents who wish to exercise this right should discuss this with the Headteacher and will be asked to re-confirm this each year.

Equal Opportunities

We subscribe to that part of the Director of Education, Libraries and Heritage's mission statement which states:

'Cambridge Local Education Authority's central purpose is to ensure that all pupils and students have equal access to high quality educational opportunities. Identifying and meeting the needs of our young people and other learners is the main concern of our organisation. We believe that all students are of equal value regardless of their sex, race, ability and background and that they are entitled to high standards of teaching throughout their education.'

The curriculum content therefore:

- gives equal validity to the variety of racial, ethnic, cultural and religious groups;
- involves aspects of a broad range of cultures;
- develops an awareness and respect for other cultures in a pluralist society.

In practice, this means that all children are treated equally and respected whatever their gender, ability, culture or religion.

Special Educational Needs

The school caters for the needs of all pupils with special educational needs. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the new SEND Code of Practice (2014) required by the Department for Education. The Special Educational Needs Coordinator (Inclusion Manager) is responsible for overseeing assessment and provision.

All children are encouraged to consider their own special abilities in line with our school vision. The children are also encouraged to look for ways they can develop these abilities.

Assessment

All children are assessed by the teacher in an on-going manner. This process aims to record progress and diagnose any problems that arise during the child's education. Children are set targets in particular areas and they are encouraged to take a lead role in this through self-assessment. The assessments form the basis of the Autumn and Spring consultation sessions and the end-of-year report in the Summer Term.

Children in Reception are assessed against the Early Years Foundation Stage Profile: an on-going assessment record which charts a child's skill level in the seven areas of the Foundation Curriculum.

Children in Years 2 and 6 are formally assessed by Standardised Assessment Tasks and Tests (SATs) during the summer term.

Homework

Homework can be very valuable for your child, but it can also be a source of tension at home. We recognise that family life is very busy and consequently we try to be flexible in our approach to homework.

Each class teacher will communicate with you regularly about what homework is to be done and is usually set for a week, so that it can be done as best fits in with your family routine.

Reading is best done daily, with increasing amounts as your child gets older. We don't want to stipulate how much to do each day, as this will depend on the ability of each child.

Apart from reading, homework may include amongst other things:

- spelling, times-tables or number bonds practice;
- follow-up to work done in class e.g. maths or writing;
- project work or work that supports the theme being studied in school;
- research linked to areas being studied.

In very general terms, the amount of homework per week might be:

Reception, Year 1 and 2:	1 hour per week (about 10 minutes a day)
Years 3 and 4	1 hour 40 minutes per week (averaging 20 minutes a day)
Years 5 and 6	2 hours 30 minutes per week (averaging 30 minutes a day)

If at any time you have any concerns about homework, please speak to the class teacher.

Educational visits

During your child's time at St Paul's, he or she will participate in educational visits such as local walks, day visits, e.g., to museums, art galleries, environmental centres, sporting fixtures, residential visits, e.g., Burwell House or Kingswood.

Educational visits are generally linked to the school curriculum and are planned by the class teachers. When local visits are to be made, we will normally inform parents. However, occasionally no notice will be given, e.g. taking children into Cambridge to assist with their project work. The teachers responsible for the visit act *in loco parentis* at all times and will give the care which any reasonable parent would give. Teachers will invite parents to help with supervision and will cancel any visit if there is not a sufficient number of adults.

Charging for school excursions

Under the Education Reform Act 1988, parents are invited to make voluntary contributions to help fund excursions. There is also a central fund to help parents if they have financial difficulties. The level of contribution required from parents will always be clearly shown in the note to parents, along with other relevant information about the forthcoming visit. In the exceptional circumstances of insufficient contributions being made, the school reserves the right to cancel the proposed visit and refund any contributions already received.

No child will be excluded from activities during school time through lack of funds.

Parent, Teacher, Friends' Association (PTFA)

The school has a flourishing PTFA which meets regularly and organises social, educational and fund-raising functions.

Evidence of their past success is to be seen not only in the extra resources they have provided for the school, but also in the amount of co-operation and support that exists between staff and parents.

Community involvement

We welcome and encourage community involvement in our school in many different ways. We are also very interested in what happens in the community and would welcome information about any relevant activities. We encourage children to see community involvement as a two-way process. The children have regular visits from people in the community such as the local clergy and work-experience students.

Parental Involvement

In addition to the PTFA, the school welcomes parental involvement in day-to-day activities and trips. Class teachers will advise parents when they need additional help (DBS checks will be required).

After School Care (ASC)

To support parents we have established our own OFSTED registered care club, which provides refreshments, care, support and a range of quality play activities at the end of the day (3.30 p.m. to 6 p.m.). There is a fee for this service but we are non-profit making, using the money for staffing and resources. The club has its own committee made up of club staff, the Headteacher and a Governor. Please contact the school Office during school hours or ASC after school if you require more information about ASC.

Complaints

Any complaint about school matters should first be brought to the attention of the Headteacher and relevant staff. If the complaint is not resolved, a formal complaint may be made to the Governing Body. A complaints policy is in operation and a copy is available from the School Office.

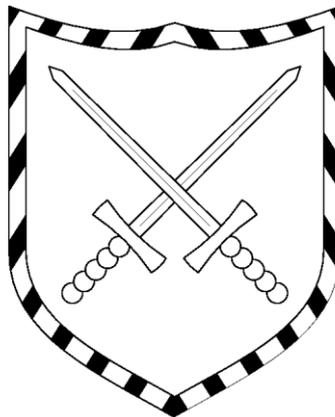
Parents and school: a partnership

As a school we greatly value your partnership in developing the best education possible for your child. Therefore, we invite you to:

- support the school's aims;
- encourage self-discipline in your child and, by working with staff, to develop strategies to manage any behavioural problems that arise;
- ensure that your child attends school regularly;
- ensure that your child is ready to learn, particularly by helping them to have a good night's sleep before school;
- keep us informed of anything that happens at home which might cause changes in the behaviour or attitude of your child;
- speak to your child's class teacher if you have any concerns whatsoever;
- support school activities such as PTFA functions, educational evenings and consultation sessions.

Additionally, parents are welcome to see their children's work at school on parents' evenings and at other times arranged in advance with the teacher.

Working together, we can help your child to have an enjoyable and fulfilling school experience.



Appendix 1

Term dates 2016/2017

Autumn Term 2016

Professional Day (School Closed)	Thursday 1 September
Professional Day (School Closed)	Friday 2 September
Term Starts	Monday 5 September
Professional Day (School Closed)	Friday 30 September
Half Term	Monday 24 – Friday 28 October
Term Ends	Tuesday 20 December

Spring Term 2017

Professional Day (School Closed)	Wednesday 4 January
Term Starts	Thursday 5 January
Half Term	Monday 13 – Friday 17 February
Term Ends	Friday 31 March

Summer Term 2017

Term Starts	Tuesday 18 April
May Day	Monday 1 May
Half Term	Monday 29 May – Friday 2 June
Professional Day (School Closed)	Monday 5 June
End of Term	Friday 21 July

We have tried to add some of the additional school closure dates to holiday dates. For example, the 1st and 2nd September are at the end of the summer holiday. This should enable some of you to take longer holidays abroad and take advantage of cheaper flights. Hopefully, this will mean that fewer parents will request absence during term time.

Term dates 2017/2018

Autumn term 2017

4 September to 19 December 2017

Half term: 23 October to 27 October 2017

Spring term 2018

3 January to 29 March 2018

Half term: 12 February to 16 February 2018

Summer term 2018

16 April to 24 July 2018

May Day: 7 May 2018

Half term: 28 May to 1 June 2018

Professional development days

Schools have five training days available to take at their discretion from within term time. Please contact your school for details.

Appendix 2

General School Rules

- We should all walk quietly around the school. Running is allowed only on the field and on the playground.
- In the courtyard area, children should only be reading.
- Picnic tables and play houses should be used sensibly and not for climbing.
- The logs must not be used on hard surfaces, i.e., the paths or the playground.
- The tyres must not be moved at all.
- Fruit, raw vegetables and cereal bars are encouraged as a snack during breaktime.
- At the end of morning break and lunch time, an electronic bell warns the children that break time is coming to an end. When the hand bell sounds, children walk sensibly and quietly to class.

Ball Games

- Ball games should only be played at breaks and not before school.
- Only sponge balls are allowed during breaks.
- Football is restricted to the designated area of the playground/field.

Apparatus (This includes all climbing frames and bars.)

For reasons of safety

- When using apparatus, children should wear sensible footwear and clothing. Gloves and scarves must not be worn and children should not eat while on the apparatus.
- In inclement weather the apparatus must not be used.
- The apparatus must not be used before school and, at break, must not be used before the duty teacher gives permission.
- No child is allowed on the apparatus after school.

Guidelines for the Use of the Playground after School

- All parents accept responsibility for their children at the end of the normal school day. Children must be collected at 3.30 p.m. Older children with permission from parents to walk home alone **should go straight home**.
- Unaccompanied children **must not** remain in the school grounds. Children who cannot find their parent/carer must go to the School Office.
- All play equipment including the large structures are out of bounds.
- Bikes and scooters must be walked to the school gates and not be ridden on the playground
- Children and parents should leave by 3.45 p.m. when the gates are locked.

Thank you for your support and cooperation.