



Petersfield Orwell Church of England (Aided) Primary School

Dear Reader,

I am very pleased to offer you this folder of information about Petersfield School. Our governors, parents, and pupils have worked to collate this information, which we hope you will enjoy reading.

We all want your child to join us as a happy and confident pupil at our school. We know that our partnership as parents and teachers is vital to help ensure that we all meet your child's needs.

It is normal and natural that your son or daughter will feel a little apprehensive about joining a new school and we very much want pupils to know that they are a valued part of the school family. For this reason we have a carefully planned induction programme for pupils starting school in reception, and we are happy to arrange for pupils to join us for occasional taster days if moving from another school.

We are delighted to welcome parents and pupils alike to Petersfield Church of England Primary School. Our school is set in an attractive rural village. Our Church of England Parish Church, St. Andrew's, is close at hand and is important to us. The surrounding country environment provides us with a rich resource to augment our school's curriculum. Our grounds offer space for sporting and playground activities and we are proud of our links with Chapel Orchard, Orwell Clunch Pit and our pupils' active interest in this conservation area.

Our school is in the process of improving our teaching areas. Our upgrade of ICT equipment in school means that, at the time of writing, each class has updated Broadband computers and Interactive Whiteboards. Currently our small year groups reap many benefits for all our pupils.

The school's policy of admitting pupils who are four, providing they are five in the academic year of their admission, allows for a well-planned introduction to school with a curriculum that is tailored to their particular needs.

Parent, governor and community participation is essential to our school. Close communication with parents is extremely important and Petersfield School produces a weekly newsletter, uploaded to our website, to keep everyone in touch with our many activities.

Under the terms of the 1980 Education Act, all schools must legally publish information for parents. We are proud to say that this pack contains more than the act requires. We hope that the additional information contained here will give you a clear idea of the facilities available at Petersfield School, our aims and purposes, and the many ways in which we work together to achieve them.

However, it is impossible to indicate to you everything that happens at Petersfield in a prospectus like this. We would like to show you our school ourselves. We are currently updating our school website to include more details of our activities. Please look for the address on page 6.

Don't hesitate to telephone the school to arrange for a visit. We look forward to welcoming you and to working with you to help your pupil become a happy and confident learner.

Yours sincerely,

Amanda Tuck



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The Working Day

Key Stage 1 8.55 a.m. until 12 noon
 Lunch
 1.00 p.m. until 3.15 p.m.

Key Stage 2 8.55 a.m. until 12.00 p.m.
 Lunch
 1.00 p.m. until 3.15 p.m.

Pupils should not arrive at school before 8.45 a.m, at which time a teacher on duty in the playground will supervise them. Before this time staff cannot accept responsibility for any pupils who are on the premises. The school day begins promptly at 8.55 a.m. Please telephone if for any reason your pupil is not coming to school. The school should be notified of the reasons for any absence and a letter on the pupil's return to school should confirm this. Absences cannot be authorised without a written explanation. The school must record the number of authorised and unauthorised absences each year. In the event of your pupil taking a planned holiday during the school term, you are required by law to complete a form to request leave of absence before the visit. Forms are held in the school office.

You are strongly urged to avoid booking holidays or visits overseas during term time. The school has discretionary power to grant leave of absence for a family holiday or visit overseas but you should not expect the leave to be granted as of right. You must make an application to the head teacher prior to the visit. Such applications will normally be authorised and unauthorised absences each year will appear on your pupil's school report.



Our School Creed

This is our school.
Let peace dwell here,
Let the rooms be full of contentment,
Let love abide here,
Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That, as many hands build a house,
So, many hearts make a school.

Statement of Purpose

The purpose of Petersfield Church of England (Aided) Primary School is to provide a high-quality education within a Christian context for pupils living within the parish boundaries of Orwell, Wimpole, Arrington, Croydon, Tadlow and Whaddon and also for pupils from a wider area on religious grounds.



Petersfield Acrostic Poem

P eace for
E veryone working
T ogether;
E njoying mutual
R espect.
S o many of us thoughtfully
F inding wonder and
I nspiration from God's
E arth; for which we care.
L earning from each other-
D iscovering amazing things.



Petersfield Orwell Church of England (Aided) Primary School

Petersfield Orwell Church of England (Aided) Primary School
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Orwell
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Hertfordshire.
SG8 5QG

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Fax: (01223) 208567
E-mails: office@Petersfield.cambs.sch.uk
head@Petersfield.cambs.sch.uk

Web Site: www.Petersfield.cambs.sch.uk

Local Education Authority: Office for Children's Services
Cambridgeshire County Council
Castle Court
Shire Hall
Cambridge
CB3 0AP

Telephone: (01223) 717801
Web Site: www.cambridgeshire.gov.uk/education

Chair of Governors: Rev. Neil Brice (ex-officio Foundation Governor)
Vice-Chair of Governors: Mr. Wayne Talbot
Director of Children's Services: Mr. Gordon Jeyes
County Assigned Inspector: Mrs Alison Quinlan
Educational Psychologist: Ms Elizabeth Taylor



Staff Responsibilities

<u>Name</u>	<u>Designation</u>	<u>Responsibilities</u>
Mrs Amanda Tuck	Head Teacher	Daily management of the school; Pupil Protection; Design Technology, INSET; PTA; Liaison
Mrs Laura Penrose	Deputy Head Teacher	Teacher of Year 1; ICT subject leader; Governor
Mrs Catriona Warburton	Full-time Teacher	Teacher of year 5/6; Science subject leader
Mrs Deborah Adams	Full-time Teacher	Teacher of year 3/4; SENCO, English subject leader.
Mrs Juliet Hardy	Full-time Teacher	Teacher of year R; PE and Art Subject Leader
Miss Emily Richardson	Full-time Teacher	Teacher of year 4/5; MFL subject leader
Mrs Karen Gwynn	Full-time Teacher	Teacher of year 2; PSHCE and International school leader; Geography, History subject leader
Mrs Laureen Wesley	Clerical Assistant	Daily management of school office
Mrs Jayne Cavanagh	Clerical Assistant	Daily management of school office
Mrs Anna Squires	Teaching Assistant	Working to support learning
Mrs Sara Sirett	Teaching Assistant	Working to support learning
Mrs Elizabeth Coker	Teaching Assistant	Working to support learning
Mrs Ann Williams	Teaching Assistant	Working to support learning
Mrs Emma Hood	Teaching Assistant	Working to support learning
Mrs Dawn Carter	Teaching Assistant	Working to support learning
Mrs Kerry Davy Northrop	Teaching Assistant	Working to support learning
Mrs Anna Squires	Senior Supervisor	Lunchtime helper
Mrs Sara Sirett	Senior Supervisor	Lunchtime helper
Mrs Joan Underwood	Lunchtime Supervisor	Lunchtime helper
Mrs Anne Course	Lunchtime Supervisor	Lunchtime helper
Mrs Jackie Dix	Lunchtime Supervisor	Lunchtime helper
Mrs Julie Fleming	Lunchtime Supervisor	Lunchtime helper
Mrs Diane Cracknell	Cleaner in Charge	Keyholder and Cleaner in Charge
Mrs Jackie Presland	Caterer	Provision of cooked school lunch
Ms Judy Rolph	Caterer	Provision of cooked school lunch



Religious Affiliation and Aims

"I like going to church because it normally means it's a special occasion."

"The school encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

Ethos statement, Diocese of Ely Education and Training

Petersfield School is a Church of England Primary School aided by the Diocese of Ely and the County. The religious teaching of the school is based firmly on Christian principles. Each school day includes a short form of Collective Worship. This is carefully planned in themes term by term and can take place in assembly times or in class.

We welcome speakers from other faiths. Rev. Neil Brice, the incumbent at St. Andrew's Church, and his curate, Rev. Dr. Julie Norris, often lead worship. Mr Ian Smart, the Methodist Minister is a regular visitor. We seek to promote the Christian faith as an integral and guiding pattern for life, whilst emphasising that mankind is made up of many different races and creeds; all of whom are equal in the sight of God. Assemblies vary in form but include Biblical and secular readings or international stories, discussion, music, hymns and prayers. Pupils are encouraged to make an active contribution to the daily act of Collective Worship.

The main Christian festivals are celebrated either in school or St. Andrew's Church.

CLASS ASSEMBLIES

We welcome parents and friends to school for our Class Assemblies and our Achievement Assemblies. At these assemblies you will be able to gain a valuable insight into the quality of our school life. The style and content of these assemblies is planned according to themes, but usually the class shares with pupils, parents and staff its recent experiences and achievements. These may include poetry, stories, plays, demonstrations, art and craft work, models or musical items.

AIMS

The purpose of Petersfield Orwell Church of England (Aided) Primary School is to provide a high-quality education within a Christian context for pupils living within the parish boundaries of Arrington, Croydon, Orwell, Tadlow, Wimpole and Whaddon, also for pupils from a wider area on religious grounds. We therefore have these shared aims:

To ensure that every member of our community experiences a safe, happy environment based on the teachings of Jesus, which are love and forgiveness.

To foster confidence, responsibility and self esteem in each individual so that they can make good independent choices and contribute fully to the school and community.

To address all learning needs to develop each individual's full potential and to engender a lifelong enjoyment of learning through the delivery of a broad and lively curriculum.

To prepare children to be good citizens in a diverse and rapidly changing world.





RELIGIOUS EDUCATION

Under the Education Act 1996 schools must provide religious education for all registered pupils. R.E. is an integral part of the curriculum for all pupils at Petersfield School. It is neither a core nor a foundation subject and is taught following the Ely Diocesan guidelines and elements of the Revised Cambridgeshire Agreed Syllabus 2007. Our planned R.E. provision reflects the fact that religious traditions in Britain are, in the main Christian, while taking into account the teachings and practices of the other principal religions represented in this and other countries internationally.

It is the right of parents to request that their pupils be withdrawn from Christian religious assemblies and religious education on religious grounds. Parents wishing to exercise this right are requested to do so in writing to the Head Teacher. Parents must be aware that for the duration of the RE and collective worship the pupil will need to work on appropriate tasks without direct supervision by the class teacher.

ACCESSIBILITY

Petersfield Orwell School aims to be an inclusive school. We plan to make all pupils welcome, feel happy and look forward to each school day. Every pupil is different and we view differences as an opportunity for adults and pupils alike to learn more about themselves.

If your pupil 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 Plans (available at the school office) describe arrangements we have already made and outline further planned proposals, to improve physical access to the school, access to the curriculum and access to written information.

The school actively supports pupils with special educational needs. Our SEN policy is available in the school office. We work to ensure that all pupils have access to all aspects of school life, as far as is reasonable and practicable.

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 know we have succeeded when all our 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 pupil has a disability and the exact nature of it;
- Provide the information school needs to plan effectively for the pupil to be a full member of the school community;
- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Head Teacher 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.



Procedure for Admissions

Policy for

Admissions

This policy applies to admissions during the school year from September 2009 to July 2010.

DATES IN RED BELOW MAY NOT BE CORRECT PLEASE CHECK WITH THE ADMISSIONS TEAM BEFORE USING THIS POLICY

The total admission number for any year is 30, so that at Petersfield C.E. Primary School seven years of 30 would give a total population of 210. As a Voluntary Aided school the Governing Body is the admissions authority.

The catchment area is defined as the ecclesiastical parishes of Arrington, Croydon, Orwell, Tadlow, Whaddon and Wimpole. Applications are welcome to this Church of England (Aided) School from all children, regardless of religious affiliation.

How to apply

The application process for admissions into Year Reception (the initial year of entry) is co-ordinated by Cambridgeshire LA, which acts on behalf of the governing body to offer places at the School. Parents should submit a Common Application Form, available from their child's primary school or from the LA Admissions Team, no later than **7th December 2008**. Offer letters will be issued by the LEA on **21st April 2009**. Late applications (those submitted between **8th December 2008** and the end of the first week of the 2009 autumn term) will be handled by the Admissions Team.

Older children may be admitted to Petersfield at any time provided there are places available. Prospective parents should discuss their plans with the Headteacher. If the school is unable to offer a place the Headteacher, acting on behalf of the Governing Body, will issue a formal refusal letter to the parents explaining the reasons and informing them of their right to appeal to an independent appeals panel. This letter will be copied to the LA Admissions Officer. Parents will also be referred to the LA admission team for information on available places at neighbouring schools.

School Office contact: Mrs A. Tuck, Headteacher

LA Admissions Team Contacts - 01223 717391 or 01223 717985

"School gave me
a really warm
welcome."



How places are offered

For admissions into Year Reception in 2009, the LA on behalf of the Governing Body will offer places to 30 children. In the event of more than 30 children applying for September admission from within the catchment area, the following priorities will apply:

- Children with a Statement of Special Education Needs which names the school, or for whom this is the only school that can meet their long-term medical needs supported by evidence from the Consultant Community Paediatrician.
- Children living in the catchment area with a sibling at the school at the time of admission.
- Children living in the catchment area who live farthest from an alternative school as defined by the shortest public road route.

Children from outside the catchment area will be admitted if the admissions number from within the catchment area is less than 30. The following priorities will apply:

- Children living outside the catchment area with a sibling at the school at the time of admission.
- Children of parents who attend Christian Churches. This needs to be substantiated in the form of a letter from their priest or minister.
- Children who live nearest the school as defined by the shortest public road route.

Notes

- i. *If it becomes necessary to consider children who satisfy the same admission criteria, priority will be given to children who are 'looked after' i.e. are in public care and then who live nearest to the school by the shortest public road route.*
- ii. *The home address of a child is the address at which the child spends the majority of school nights, measured over a period of one calendar month. Sibling is defined as another child of compulsory school age living in the same family home*

Reserve List

If an application to attend Petersfield is unsuccessful, the child's details are automatically placed on a reserve list of the year group, ranked according to the oversubscription criteria. As part of the co-ordinated scheme for primary admissions, the LA Admissions Team holds the initial reserve list on behalf of the governing body until the end of the first week of the autumn term in the initial year of intake. Where mid-phase applications are received, children's details will be held on the reserve list for a period of one term following the term of application.



The Curriculum

THE FOUNDATION STAGE

The Foundation Stage for Reception pupils who are not yet six has its own type of curriculum framed around what are called the *Early Learning Goals*. These cover areas such as Knowledge and Understanding of the World, Creativity, Physical Development, Personal and Social Development, Language and Literacy and Mathematics. Please talk to the Reception teacher when you come to the New Parents' Evening in the summer term prior to entry in September if you would like to know more. We will be pleased to talk to you about the exciting opportunities offered in the Revised Foundation Curriculum 2008.

THE NATIONAL CURRICULUM

Education influences and reflects the values of society, and it is important to recognise a broad set of common values and purposes which underpin the school curriculum and the work of schools. The National Curriculum is the collective term for *all* that is taught and learnt through experiences in school.

From September 1989 all state schools in England have taught our National Curriculum. The programmes of study (which are still laid down in legislation), offer the classroom teacher the opportunity to teach within a prescribed framework in an innovative and stimulating way. The Curriculum was extensively revised in 1995 and again in the year 2000. We now teach The Primary Framework in years 1, 2 (Key Stage 1) and 3, 4, 5, & 6 (Key Stage 2).

Since the advent of the National Literacy Strategy (1999) and the National Numeracy Strategy (2000) we have taught Literacy and Numeracy Hours each day in both Key Stages. Please ask to see a copy of the Literacy and Numeracy Frameworks from the school office if you would like to know more.

CORE SUBJECTS: ENGLISH, MATHS, ICT AND SCIENCE

The Education Reform Act and National Curriculum 2000 provide for a curriculum comprising Core and Foundation subjects to be taught to all pupils of compulsory school age in maintained schools.

Literacy (English) and Numeracy (Maths) take up the majority of primary school classroom time. They are allocated five hours each per week. ICT and Science (as the remaining core subjects) currently have a smaller time allocation in most schools, but many subjects are taught within the medium of ICT, and this is taught as a discrete subject. Science, Literacy and

Numeracy are formally assessed in the Key Stage 1 and Key Stage 2 national tests called SATs. The results of these tests go to form the published data produced in the Nationally Published League Tables, as long as there are 10 or more pupils in any one year group.



LITERACY (ENGLISH)

"The value of English in the Curriculum? What can I say? Without English, nothing. And without good English, nothing very well." Anne Fine, Author

The National Curriculum 2000 divides English into three main areas, these are: Speaking and Listening, Reading and Writing. In practice in both Key Stages and within the Revised Literacy Strategy the teaching in Speaking and Listening, Reading and Writing is usually integrated.

Speaking and Listening

We aim to encourage our pupils to be confident speakers and attentive listeners who are ready to respond well to their teachers, peers and others in class. Twice a year the classes take turns to lead a whole school assembly, and each teacher ensures that their pupils have the opportunity to contribute in a way which enhances their self-esteem and extends their ability to speak to a variety of audiences. The Christmas Play, Harvest Festival, Easter Presentation etc. also serve to foster this confident speaking to different audiences.

Reading

From the moment pupils come into school they are encouraged to enjoy books. Every class has a range of appropriate fiction books from picture books in Reception to more sophisticated texts in Year 6.

The school does not use a single reading scheme and the emphasis is on *enjoyment* of texts rather than expecting pupils to wade slavishly through the books from Stage One to Eternity! A wide variety of teaching methods are employed in and through our literacy work to help pupils interact with texts. No one method works with every pupil and we wish to find the right way for each pupil to learn, since without the ability to read all pupils would be severely hampered in their learning. Pupils will bring home book bags soon after they join us. There will be a reading record too. We ask parents, especially fathers, to read with their children and to write positively in the reading record when they have enjoyed modelling reading behaviour with children in the early phases. This pattern of close, positive co-operation between the pupil, teacher and the parents, with the pupil as focus, is always very helpful to all concerned.



*"I like learning
joined up
writing."*

$$\begin{array}{r} 12 \times 15 \\ 12 \times 10 = 120 \\ 12 \times 5 = \underline{+ 60} \\ 180 \end{array}$$

*"I like all
school activities
especially when
it includes
money."*

Writing

Pupils write for a variety of purposes from their earliest marks on the page and develop from this through to their confident contributions to all sorts of school publications. Writing is a developmental process and we encourage pupils to communicate their thoughts and ideas from the earliest stages through marks on paper or on computer screen. We value each pupil's creativity and do not wish to inhibit pupils unduly in the initial stages, by an over-emphasis on correct spelling and punctuation. Nevertheless, correct spelling and handwriting *are important tools in effective communication* and we help pupils to develop correct handwriting through practice and spelling through the 'Look, Cover, Say, Write, Check' methods, amongst others, and including the systematic teaching of sounds, known as phonics. Teaching assistants support pupils in developing this.

In line with the Revised Literacy Strategy we teach pupils to spell by looking at common letter sounds in combinations using phonics. Pupils become more aware of their own spelling strategies as they are encouraged to write legibly with increasing fluency and speed using a variety of forms for different purposes.

NUMERACY (MATHEMATICS)

"Maths is not just a collection of skills, it is a way of thinking. It lies at the core of scientific understanding, and of rational and logical argument"

Dr Colin Sparrow, Lecturer in Mathematics, University of Cambridge

We believe at Petersfield that Mathematics equips pupils with a powerful set of tools with which to understand and change the world. We introduced the Revised Numeracy Strategy in September 2007 in line with the DFES Policy. In the Foundation Stage the pupils have their own introduction to Number.

We work in both Key Stages to ensure that pupils make appropriate connections between number, handling data, shape, space and measures. They learn to use and apply mathematics in a range of contexts and enjoy opportunities to solve problems, communicate ways of working and develop their own mathematical reasoning. We like to explore different ways of thinking in numeracy and start with different ways of counting, finding number patterns and sequences, and look carefully at the number system. In their calculations pupils investigate number operations and the relationships between them with a significant emphasis on mental methods before written methods.



SCIENCE

"Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity."

Professor Susan Greenfield, Director, Royal Institution

We know that Science stimulates and excites the curiosity of our pupils and that it has real links with direct practical experience and ideas. At Petersfield we ensure that Scientific Enquiry is taught through three main areas of science: Life Processes and Living Things (or Biology), Materials and their Properties (Chemistry) and Physical Processes (Physics).

We plan our scientific work as half-termly themes taken from the QCA and Cambridgeshire schemes of work. We like to plan work so that the pupils have opportunities to devise, implement, record and evaluate their own investigations and to learn from them. Within our science work we ask pupils to think about the positive and negative effects of scientific and technological developments on the environment and other contexts. Our pupils talk about their work and its significance and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs. Where appropriate, Information Communication Technology is used to develop ideas within Science.

FOUNDATION SUBJECTS

History, Geography, Design and Technology, Information Technology, Music, Art and Physical Education all have full schemes of work which we follow and amend in each year group and Key Stage.

DESIGN AND TECHNOLOGY

"The design of an object defines its meaning and ultimately its utility. The nature of the connection between technology and people is determined by the designer. "

Jonathon Ive, Apple Computers

We teach design and technology to ensure that knowledge and understanding of the world is applied to developing ideas, planning and making products and evaluating them. This means that in any planned activity pupils at Petersfield Orwell may be involved in the skills of using tools and technology safely. Design ideas in connection with the topic may be discussed and evaluated and they be modified and changed before the finished product is reviewed.



INFORMATION AND COMMUNICATION TECHNOLOGY(ICT)

"The modern world requires new skills. Understanding ICT and, more importantly, being able to apply it to the problems we face is one of the most important skills. Increasingly ICT will be vital for our individual prospects and for our economy's future."

Lord Dennis Stevenson, Prime Minister's Adviser on ICT and Education

ICT is much more than computers. We aim to help our pupils at Petersfield use a range of communication technology and to find, explore, exchange and present information responsibly, creatively and with discrimination. This may mean their using a calculator, camera, roamer, tape recorder or possibly an interactive whiteboard. We are clear, however, that we would like our pupils to have wide access to computers and, through Broadband links, to enjoy rapid access to ICT within learning as appropriate to the educational context. At Petersfield we have at least two computers in each class linked to the Internet through the county's BROADBAND Server. We have installed interactive whiteboards in all of our classes.

HISTORY

"History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact."

Dr Christine Carpenter, University of Cambridge

During Key STAGE 1 pupils learn about other people's lives and lifestyles. They find out about significant men and women, and events from the recent and more distant past, including those from Britain and the wider world. They listen and respond to stories and sources of information to help them ask and answer questions. They learn how the past is different from the present.

In Key Stage 2 our pupils also 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 other parts of the world. They look at history in a variety of ways and use different sources of information to help them investigate the past. They learn through their study of important themes that history can be interpreted in a variety of ways. They have opportunities to study local history, British history, Tudor times, Victorian Britain, Ancient Greece and Ancient Egypt during their time at Petersfield.



Greek
Art



GEOGRAPHY

“What other subject tells us so much about the great issues of the age - global change, natural and human?”

Professor Andrew Goudie, University of Oxford

Our teaching of Geography at Petersfield ensures that geographical enquiry and skills are used when developing an understanding of places, patterns and processes, environmental change and sustainable development. This is a complex way of saying that we study people, places and the interaction between them. We use ways of working which are appropriate to the pupils' age and development. For example we have special panda bears, who roam the world with our pupils, their parents and friends. They bring back small souvenirs and photographs of their travels and are a popular mascot for us with their passport and rucksack. In this way the pupils can map our Pandas' world travels by plotting their journeys. The eco-Buddy afternoons are also designed to enhance this work.

ART AND DESIGN

“Art and design is not just a subject to learn, but an activity that you can practise: with your hands, with your eyes, your whole personality.”

Quentin Blake, Pupils' Laureate

We encourage pupils of all ages to express their ideas and record their observations artistically. To aid the development of their creativity and skills we help the pupils to look critically at the work of other artists and learn to make informed judgements and aesthetic and practical decisions. Our pupils at Petersfield are actively involved in shaping their environment, for example we have asked the pupils to help design aspects of their new playground and look to their involvement in transforming the current blank spaces into artistic designs and expressions.



"I felt quite nervous playing in the Rugby Tournament but it was brilliant."

MUSIC

"Music is the most universal of all the arts. Ask any person in any country what their favourite music is, and they'll always have the answer. So treasure music and keep it with you always."

John Suchet, Newscaster

Throughout school we encourage all pupils to enjoy making and listening to music. All classes have regular music lessons, which include opportunities to listen carefully and respond physically to a range of music. They play musical instruments and sing a variety of songs, some from memory, adding accompaniments and creating compositions with increasing confidence, imagination and control. We use music as an integral part of our Collective Worship in school and often choose to plan and present school musical Christmas and Easter presentations for parents to share. Some pupils choose to take advantage of individual and small group tuition from the Cambridgeshire Instrumental Music Agency (CIMA) and they work to develop a more formal knowledge of piano, guitar, woodwind, violin or percussion. We are delighted that this extra musical opportunity is available.

PHYSICAL EDUCATION

"To see young people growing in physical skills, self confidence and self worth is a truly enriching experience. Nowhere in school is it more visible than in P.E."

Duncan Goodhew, Swimmer

We are very aware at Petersfield that Physical Education develops pupils' physical competence and confidence. We know that P.E. promotes a positive attitude towards an active and healthy lifestyle. In 2005 the school joined the county's *School Sports Coordination* initiative with Bassingbourn Cluster. We wish to promote physical skills and development while giving opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and teams.

We ensure that our teaching in dance, outdoor and adventurous activities, gymnastics, games, swimming and athletic activities has elements of evaluating and improving performance, developing and applying skills and is promoting fun in sport while also promoting fitness and health. We practise team sports and have matches against other local schools.



ADDITIONAL SUBJECTS

In addition to the prescribed National Curriculum, the school also teaches Religious Education, Personal, Social, Health Education and Citizenship (see below) which encompasses all aspects of a pupil's well-being - health education, road safety, dealing with bullies etc. We also have a Sex Education programme (see our Sex Education Policy towards the end of this pack) which seeks to teach important issues to do with growth and development in a manner appropriate to the age of the pupils involved and through a Christian context.

PERSONAL, SOCIAL AND HEALTH EDUCATION WITH CITIZENSHIP (PSHCE)

"With the top rung of the educational ladder set up under the 1944 Education Act, what would the climber have gained? He would be equipped, as was Temple's hope, for Christian citizenship and for taking further duties that it involved. To widen that sense of citizenship and to Christianise it had been the burden of what he had taught for thirty years." From *The Life of William Temple*

PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. This subject is not statutory, but at Petersfield we believe that it provides good guidelines to help the pupils to keep themselves healthy, safe, and for behaving well. We use *Circle Time* activities throughout the school from time to time, and are keen for the pupils to develop their knowledge about each other's feelings. This helps all pupils to take turns, play, and help others, resolve simple arguments and resist bullying. PSHE is an important element in maintaining a healthy school and helping pupils to take an active part in our Church school and community.



FOREIGN LANGUAGES

The National Curriculum does not currently include a modern foreign language for primary aged pupils. Foreign languages form part of the National Curriculum for pupils over the age of eleven in secondary schools. We currently have a French club in school on Monday Lunchtimes. We have also introduced the teaching of French to all pupils as part of our taught curriculum in October 2007.

HOMEWORK

At Petersfield we think that a good, well-managed homework programme helps pupils to develop the skills and attitudes they will need, for successful lifelong learning. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their pupils' education.

- We expect that pupils will read at home for fifteen minutes each evening with adults or older siblings.
- Pupils may have multiplication tables and spellings to learn at home
- Pupils who have made insufficient effort during class time may be asked to complete their work at home
- Extra homework tasks are given to pupils in year 6 to help them prepare for life in secondary school
- Further practice in basic skills such as handwriting may be set at the discretion of the teachers after discussion with the parents
- During the Autumn Term a special "Meet the Teacher" evening is arranged so that you may learn about the way the daily classroom routines are organised.

Pupils regularly bring home their reading books, spellings and tables to learn, and we are grateful for the support parents occasionally give their children in organising this homework.



NATIONAL CURRICULUM ASSESSMENT

The National Curriculum Council says that the purpose of assessment is to provide information on how both individual pupils, and schools as a whole, are succeeding with the statutory curricular aims. We must, as teachers and learners in school, assess the standards the pupils achieve against National Norms. We must also gauge pupils' attitude to learning and monitor the quality and effectiveness of teaching and learning in all curriculum areas. Within the two Key Stages, attainment is measured for reporting purposes against a scale comprising five National Curriculum Levels. The expected levels equate approximately with the Key Stages:

At Key Stage 1 (Years 1 and 2): Level 1 to 3.
Expected attainment at age 7 - Level 2

At Key Stage 2 (Years 3-6): Level 2 to 5.
Expected attainment at age 11 - Level 4

In any one age group pupils will be expected to be at different levels in different subjects. The DFCS expects that by the end of Key Stage 1 the majority of pupils will have achieved Level 2, and that Level 4 will be reached by the end of Key Stage 2.

REPORTING

Full public written reporting on the National Curriculum end of Key Stage results is at ages seven and eleven, following the national Standard Assessment Tasks (SATs). Details of these results for the last few years are at the front of this brochure. We are also pleased to produce detailed written annual reports for each pupil and set agreed pupil targets at the end of each academic year. We welcome feedback and the opportunity to work with parents on the targets we all want the pupils to achieve.



SPECIAL EDUCATIONAL NEEDS

At Petersfield Primary School we are committed to meet the educational needs of all our pupils.

The school caters for the needs of all pupils with Special Educational Needs with and without statements. All teachers plan, set and respond to work that is appropriate and relevant to the individual needs of pupils. The school has adopted the model of Special Educational Needs assessment and provision recommended by Cambridgeshire LA. This involves early identification of pupils with special needs and encourages the use of School Action and School Action Plus before a very few pupils are considered for a Statement of Special Educational Needs. The Special Educational Needs Co-ordinator (SENCO), Mrs Deborah Adams, is responsible for overseeing assessment and provision. The name of the Governor to contact is Lady Margaret Tomkys

Pupils with Special Educational Needs are taught where possible in class and encouraged to become increasingly independent and take responsibility within the school.

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

If you have any questions, comments or complaints about the special educational provision for your pupil, or about Special Educational Needs provision generally, please speak to the class teacher, coordinator, headteacher, or to any member of the governing body. If you speak about a complaint to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days. If he/she has not resolved the matter to your satisfaction, it will be referred to the 'special needs' governor/ or 'special needs' committee of the governors, who will consider the complaint at their next meeting and contact you within five school days from the date of the meeting.

INCLUSION

The staff and Governors of Petersfield School are committed to providing equality of opportunity for the pupils in our care. All pupils are welcome here; and we work hard to remove any barriers to learning whatever form they may take. The learning needs of pupils are diverse and we identify and meet these needs on an individual basis regardless of ethnicity, religion, gender, socio-cultural group, special educational need or disability. As stated in our section on Religious Affiliation at the beginning of this brochure, we believe that all are equal in the sight of God.



Sex Education

Primary schools must provide and keep up-to-date a written statement of their policy on Sex Education and make it available to parents and pupils. Parents may choose to withdraw their pupils from all or some Sex Education lessons. This is our Policy:



SEX EDUCATION POLICY

This policy has been formed to provide a framework for the development and the regulation of sex education within the school. It has been drawn up with due consideration to the requirements of the National Curriculum. The policy validates the learning process for pupils and teachers within this curriculum area and informs parents about sex education within the school so that they may be able to comment constructively. The policy meets the requirement on governors to provide the policy framework for sex education. This policy also allows for parents to withdraw their pupils from any or all parts of a school's programme of sex education, other than those elements, which are required by the Science curriculum.

Policy Formation and Consultation Process

The policy has been drafted by the Governing Body and teachers in consultation with the parents of registered pupils.

Aims of Sex Education Policy

To inform pupils gradually about sexual matters and relationships clearly, honestly, relative to their age and maturity set within a Christian framework.

Outline of Sex Education Programme

Sex Education is presented within the context of family life, loving relationships and respect for others, in short within a Christian framework.

Key Stage 1

Throughout the infant stage the differences between the sexes and human reproduction are dealt with factually and honestly as they arise.

Animal reproduction is covered in terms of development and growth, and by the studying of life cycles.

Key Stage 2

Human reproduction is covered by the Keeping Fit and Healthy topic and is supplemented by a Sex Education video and, supported by any other appropriate material.

Equal Opportunities

Sex Education is offered to all pupils regardless of age, gender or ethnicity, subject to parental agreement.

Organisation of Sex Education: Teacher responsible

All class teachers are responsible for ensuring that appropriate aspects of Sex Education are presented to their pupils.



Classroom Arrangements

Sex Education is taught as one aspect of the PSHCE scheme of work and therefore, at Key Stage 2 is not segregated by age. All health education is covered within mixed sex groups, except when discussing the hygiene aspect of puberty. This is sometimes presented within single sex groups of Year 5/6 and would normally be the responsibility of the child and family nurse and class teacher. Parents are informed by letter when the sex education sessions are about to occur and are invited to talk about aspects of this with the class teacher and view the video materials used in class.

Methodology and approach, including explicitness and handling of controversial topics

Apart from the more formal Sex Education teaching, teachers are encouraged to deal with individual or group enquiries in an honest, calm and factual manner whenever this arises. The degree of explicitness depends on the maturity of the pupil and the nature of the question.

Resources

All resources are scrutinised by the whole staff and the Governor responsible for Sex Education with a view to their appropriateness for a particular age range and to ensure that issues are handled in a sensitive fashion concordant with the stated ethical and Christian framework of the school.

Specific Issues

Confidentiality

Teachers should respect the confidentiality of the pupil, but be prepared to involve the parents should they deem it necessary in the interests of the pupil.

Child Protection Procedure

It may be helpful to parents to know that the Local Authority requires Head Teachers to report any obvious or suspected case of child abuse – which includes non-accidental injury, severe physical neglect, emotional abuse and/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. This does mean that Headteacher risks upsetting some parents by reporting a case, which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteacher to carry out this delicate responsibility, would accept that the Headteacher was acting in what were believed to be the pupil's best interests.

Pupil Withdrawal Procedure

Parents wishing to withdraw their pupil from Sex Education should inform the Headteacher in writing. No reason need be given, nor is it necessary to indicate what other arrangements have been made for providing Sex Education for their pupil. This request will be complied with until the parents change or revoke it.



Complaints Procedure

If a parent feels that he/she has a genuine cause for complaint concerning the content of method of delivery of any aspect of the Sex Education Programme, contact should be made in the first instance with the Headteacher, then if wished with the nominated Governor responsible for Sex Education. If the matter cannot be resolved informally, then it should be referred to the Governors via the Chair.

Procedures for supporting any members of the school community infected or affected by HIV

Apart from extra care to be taken during First Aid treatment, the person should not be treated any differently from anyone else; each person's needs are viewed individually.

Working with Parents

Any major new resources in the teaching of Sex Education (e.g. videos) are available for parents to view.



Working with others



PARENT TEACHER ASSOCIATION



Petersfield School has a strong and enthusiastic Parent Teacher Association (PTA) who meet regularly to organise both fund-raising and social activities. The Association exists to promote co-operation between parents, teachers and school authorities. We are grateful for the extra resources which they have provided for the school - computer equipment, musical instruments, reading books, etc. The PTA social events such as the summer fair are well attended by the village, thereby forging strong links between the school and the community. The organisation encourages more people into the school to help raise funds or simply to enjoy themselves!

Volunteers IN SCHOOL

Many parents and friends of school become involved in school activities and we are most grateful for parental expertise and involvement. Parents as volunteers help with reading, small group activities, games and matches, the making of costumes for our dramatic productions, educational visits, outings, changing for swimming and transportation.

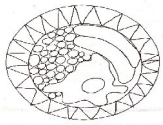
If you can spare the time, please join our band of willing volunteer helpers who work with groups of pupils each day. Together we can offer a greater breadth of curriculum for the pupils. Incidentally, if you are involved with the transport of pupils for school events, please write to your insurance company to ensure that your policy does cover such journeys. This does not involve additional cost. We also require seat belts and booster seats where required by law for *all pupils* travelling in cars for school journeys.

*"That nice man
comes and
helps me
read."*



Mother Goose Playgroup and POSH Club

*"At Playgroup
we all had our
names on the
back of our
chairs."*



PLAYGROUP

'Mother Goose' Playgroup, currently run by Ms. Avory, meets in the Wimpole village hall for five mornings and one afternoon a week. This is a lively group who have an impressive amount of games, toys and other equipment. Although Mother Goose Playgroup is a separate organisation from the school, we work closely together. Experience of Playgroup activities can be an invaluable preparation for school, helping to "break the ice" for many young pupils by introducing them to the school building and to glimpses of school life. Contact 01223 208527

POSH CLUB (After School, Breakfast and Holiday Club)

POSH Club provides before and after school childcare and is based in a mobile classroom on the premises. It runs from 7.45 to 8.45 and 3.15 p.m. to 6.00 p.m. This very popular club provides a wide range of activities for the children and offers a caring, safe and happy environment in which the children can play or relax. Bookings can be made via the school office.



School Visits and Activities

SCHOOL VISITS

As stated in the 1988 Education Act all educational provision in school is free. However from time to time classes are taken out of school to visit places of interest in connection with their studies, or performers or visiting speakers are invited to come into school. On these occasions we request a voluntary contribution from parents to help us cover the extra costs. The school reserves the right to cancel such visits when there is inadequate finance available from such donations.

Residential visits are organised each year for pupils in years 5 and 6. Usually parents cover the costs of these visits but it is important to know that if there is difficulty, financial help is available. In accordance with DCFS circular 2/89 *"Charging for School Activities"*, no pupil should be exempt from activities during school time through lack of funds. Please speak, in confidence, to Mrs. Tuck if you are concerned.

Parental help is always welcome on school visits, and we have a protocol for such visits. We ask you to sign a general permission when your child is admitted to Petersfield so that we may take them on supervised village walks if appropriate to their studies, perhaps to St Andrew's church or to Chapel Orchard. All educational visits are risk-assessed by the adult responsible for leading the group.

SCHOOL ACTIVITIES

Pupils are encouraged to learn to play a musical instrument. Visiting peripatetic teachers from the Cambridgeshire Instrumental Musical Agency (CIMA) offer woodwind, violin, drum and piano tuition to pupils. This is paid for by parents on a termly basis. We also offer seasonal sporting activities after school such as a running club, football, netball, tennis and cricket.

All Foundation stage, Key Stage 1 and Key Stage 2 pupils have swimming lessons in our school pool in the summer term.

Members of staff regularly give of their time voluntarily to organise extra-curricular activities.



International School Status

In 2005 Petersfield School was awarded International school status by the British Council. This is a prestigious award and it lasts for three years. Our school has shown commitment to being part of a wider global community and educating children with this philosophy of learning in mind. Petersfield values its partnership with a school in Ghana and cards and letters have been regularly exchanged in the past. We have held international food days, international art days and have had numerous speakers to talk to the children in our school. On one occasion the children particularly enjoyed Afro-Caribbean dancing. We are in the process of reaccreditation and have enjoyed an international breakfast as part of Friendship week in our school hall. We have many exciting international activities planned for the coming year.



Medical Matters

MEDICAL WELFARE

Parents are urgently asked to notify the school on admission if their pupil suffers from any illness that could affect his or her school life (e.g. anaphylaxis, diabetes, epilepsy, eczema, asthma) and any foods to which s/he is allergic.

MEDICATION

Normally it will be assumed that pupils who are fit enough to come to school are fit enough to play outside during morning break and at lunchtime. In exceptional circumstances, e.g. in case of asthma or physical injury, a pupil will be supervised inside during playtime. *If pupils require medication during the school day, parents are asked to hand the medication to the school secretary with written instructions for administering it.* A form for this purpose is available in the office.



POLICY ON ADMINISTERING MEDICINES TO PUPILS

Medicines will be administered to pupils under the following conditions:

- Parents have given clear instructions in writing with a signature.
- The dosage and name of contents is clearly stated on the medicine container.
- The pupil's name is clearly written on the container.
- Pupils come to the school office to receive their medicines.
- It causes no real problems to the school/teachers concerned.

All medicines are stored out of reach of pupils in the school office or in the staff room refrigerator. A list of pupils with medical conditions is kept up-to-date and noted in the back of the class registers.

The designated persons for administering medicines are:

1. Mrs Wesley
2. Mrs Cavanagh
3. Mrs Tuck

In more serious or long term cases the school will follow the guidelines set out in the Head Teacher's Manual.



PUPILS TAKEN ILL DURING THE SCHOOL DAY

The respective class teacher will inform Mrs. Wesley, who will confirm with Mrs. Tuck if it is appropriate for the pupil to be sent home. Pupils may sit quietly in the office to wait for their parents/carers.

When a pupil is taken ill, parents are contacted as soon as possible so that s/he may be collected from school. For this reason parents are asked, when their pupil 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. It is important for you to update this information as your situation changes. Please do not send a pupil to school if s/he is unwell.

DISEASES CAUGHT BY PUPILS

<u>Disease</u>	<u>Minimum Period of Absence from School</u>
Chickenpox	6 days from onset of spots and until scabs are dry
Food Poisoning/Sickness	Until free of sickness and diarrhoea for 24 hours, then 2 more days.
German Measles	4 days from onset of rash
Measles	7 days from onset of rash
Mumps	Until swelling has subsided
Severe sore throat	Until appropriate treatment has been given and condition has significantly improved.
Whooping Cough	21 days from onset of cough
Conjunctivitis (Pink Eye)	Until appropriate treatment has been given and condition has significantly improved.

This is only a guide and we would stress that if you are in any doubt, please consult a doctor.



School Meal Arrangements



Healthy school meals are available at Petersfield, prepared by our school cook Mrs Presland. Cambridge Catering Services provide a quality main course and pudding with fresh salads and bread rolls each day. Menus are published on the school notice board. The cost of a pupil's meal is currently £1.85 Parents/carers may join their pupils for a cooked lunch at a cost of £2.60 per adult meal. In order to organise the meals and budget ahead accordingly, parents are asked to choose school meals or packed lunches half-terminally. Pupils should bring their dinner money to school on Monday in a clearly labelled tin or envelope. It is most helpful if you are able to send the correct sum of money. Cheques should be made payable to "Cambridgeshire County Council". Parents may pay for dinners for half a term in advance. Refunds resulting from a pupil's absence will be carried over to the next week and deducted from the cost of those meals, or returned to parents at the end of each half term. In certain circumstances, assistance may be sought for the cost of school meals. Please contact the school for the appropriate forms in complete confidence.

Pupils may bring packed lunches to school and provision is made for the pupils to eat them under supervision. The kitchen staff are not allocated time to wash up for these pupils so it is essential that the pupils bring everything that they will need (e.g. spoon, drinking cup) to school with them. In line with our healthy eating in schools initiative we think that sweets and jam sandwiches should not form part of a packed lunch. We would urge parents to promote the healthy foods which we know our pupils need.



School Clothing

Parents are requested to send their pupils to school in clothing that is comfortable and appropriate for all activities. Shoes need to be suitable for active playtimes and should not have high heels or slippery soles. Although there is no formal school uniform, we would encourage the wearing of the school colours: red and grey.

A range of quality school clothing is available to purchase from the school office.

For Physical Education it is essential that the pupils should be correctly dressed. A pair of shorts, school tee shirt, plus a pair of slip-on plimsolls are adequate for indoor games. These need to remain at school during the week in a small, named drawstring bag.

Older pupils involved in outdoor games will require a track suit or similar for the winter months plus suitable footwear (e.g. trainers/football boots).

For swimming, pupils need a swimming costume or trunks and a towel. All pupils also require a swimming hat.

It is also very useful to provide your pupil with an overall to protect clothing during art and craft lessons. A discarded adult shirt, adapted to fit, is quite suitable.

All clothing and other personal items brought to school by pupils should be permanently marked with their name. This is essential if we are going to return lost property to its rightful owner.



St Bede's Inter-Church Comprehensive School, Cambridge. A Specialist School in Humanities

St. Bede's School is the only Christian state secondary school in Cambridgeshire, with its Anglican and Roman Catholic foundations making it a unique educational setting. Named by the DfES in 2006 in the list of the top 200 most improved schools in the country, St Bede's enjoys a high reputation among families throughout the county (students travel from as far afield as Chatteris, Huntingdon and Melbourn) and demand for places is high.

Located on the south-eastern edge of Cambridge, the school occupies a very large site with five teaching blocks, a brand new state-of-the-art sports hall and tennis courts, and extensive sports fields. The DfES has recently approved a £3 million new build to provide a suite of new classrooms and Art rooms. Work on this should start in Autumn 2008.

At St Bede's we strive to provide a broad and vibrant curriculum that is of great practical relevance to all our students whatever their academic ability. Providing opportunities for gifted and talented students is a priority, and enrichment opportunities are regularly available both in and out of the classroom. Our work in this area has been highly commended by the National Association for Gifted Children and the DfES. Students with special educational needs are closely monitored and supported by the Learning Support Team, either in the classroom, in small groups or individually. Many students benefit from small group work to develop motor or communication skills and to help raise confidence and self-esteem.

As a Specialist School in Humanities, we are developing History, Geography, RE and Citizenship, but that doesn't mean other subjects are not special too! We are a Consultant Mathematics Department, a Young Enterprise school, and we have received the International School Award, the Healthy Schools Award, and were one of the first schools in the county to receive a new 'Eco-Schools' grant to help us reduce the school's carbon footprint.

We are naturally eager that all our students should meet their academic potential, but we are just as concerned with the development of the whole person: physical, moral, social and spiritual. Our community has a common purpose in making the most of the talents God has given us. Our ecumenical Chaplain complements the work of the teaching staff, carrying a responsibility for the spiritual care of all members of the school community as well as a liturgical role. We are proud of the Christian dimension in all we do.

The purpose of our school is to serve Church of England/Roman Catholic families who live within travelling distance of the school, but we also welcome children from committed Christian families of other denominations and from families of other faiths who accept our aims and ethos. Each year just over 150 children are admitted into five forms in Year 7. If you are seeking admission to St Bede's for your child, you are warmly invited to visit the school on a working day to meet students and staff. Please ring 01223 568816 or e-mail office@stbedes.cambs.sch.uk



Bassingbourn Village College

Bassingbourn Village College was opened in 1954 and is steeped in the history of Henry Morris' Community Education tradition; providing quality educational opportunities for all members of the local community. That tradition continues today in a modern and forward looking context; excellent day time provision for 11 -16 year olds, a wide range of extra-curricular opportunities and a comprehensive programme of adult education classes ensure that we really are a community learning resource.

The schools has over 650 full-time students on roll and we are committed to providing a stimulating and lively environment where all individuals are encouraged to achieve their potential.

Bassingbourn Village College has an excellent local and even national reputation for excellence; examination results, sport, the arts, community projects and links with other schools are all elements of the success that the College and its students enjoy. Our Leading Edge status is recognition of our innovative and expert practice.

Recent years have seen improvements in the quality of teaching facilities; new science laboratories, ICT suite and inclusion area, refurbished drama and music classrooms.

Future developments from the summer of 2007 include a new sports hall, and All Weather Pitch. Specialist Technology and Vocational status has enabled major investment in Information Communication Technology, which is used in all curriculum areas in order to enhance learning.

We view the fact that we are a relatively small school as a real strength; we are able to provide a supportive environment for all students and recognise the importance of each and every individual within the college community. We believe in personalising learning and a climate of success is encouraged based upon high expectations and knowledge of the individual. We are proud of our commitment of inclusivity and welcome all learners irrespective of their needs and abilities.

I am proud to lead a college where every individual matters; a college with high academic standards and expert support for all students; firm but fair discipline; breadth of opportunity; an environment where students feel confident, safe and valued and a college from where students progress successfully and appropriately onto the next stages of their lives.

Bassingbourn Village College has a great past but we are far from complacent; we are continually striving to improve the quality of our provision so that we can have an even greater future which we hope you and your child will wish to be part of.



Data Protection Act 1988

Petersfield School holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how all the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Authority (LA), to another school to which the pupil is transferring, to the Department for Children, Schools and Families, and to Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

The school office will accommodate any parental request for information regarding their child within 15 days of a request being made.

The only exceptions for not disclosing information are:

- When they disclose information about another pupil
- If the holder considers that the disclosure would cause serious harm to the mental, physical or emotional health of the pupil in question, or any other person
- The record holder considers that the records are relevant to a child who has been the victim of child abuse, or may be at risk of abuse if information about records were disclosed
- Have been provided by another party outside school—for example non LEA employees (e.g. privately acting educational psychologists).



Whole School Behaviour Policy and Code of Conduct

Aims:

to help pupils to develop attitudes towards people and situations which are unselfish, outgoing and caring; to encourage pupils to develop Christian values, placing a strong emphasis on learning the difference between right and wrong.

CODE OF CONDUCT

1. Pupils should behave in such a manner that they cause no harm or damage to property nor harm the reputation of the school.
2. All pupils should be smart in appearance and appropriately dressed for all school activities.
3. Pupils should listen carefully to teachers, and speak to them and to others politely and with respect.
4. Pupils should work quietly and sensibly in class, not distract or annoy others, and show courtesy and consideration at all times.
5. No bullying of any kind will be tolerated.
6. Pupils should move calmly and quietly about the school.
7. Pupils should take care of the school buildings and surroundings.
8. Pupils must not leave the premises during the school day without permission.



MISBEHAVIOUR

Occasionally a pupil may fail to conform to the requirements of the school community with regard to discipline and behaviour. The pupil may then expect to be punished, usually by being deprived of free time. If this conduct affects safety, the pupil may be required to miss the planned activity. In such cases appropriate work will be set. If such behaviour persists, parents may be asked to discuss the problem with the pupil, Class Teacher and/or Head Teacher. A letter written by Mrs Tuck will go home with the pupil to this effect. Together we may decide on the best course of action.

In very serious cases, as a last resort, when a pupil causes deliberate suffering to others, is persistently rude to teachers or other adults, or brings the school into disrepute, s/he may be excluded from school and the Education Authority informed.

BULLYING

Bullying is not tolerated at Petersfield School.

If a pupil is bullied:

- the pupil is advised to say that they do not like this bullying behaviour
- if this does not stop immediately the pupil must tell an adult who will help them
- they should know that staff always take bullying seriously and will listen to them carefully
- all incidents will be referred to the Head Teacher who will, if necessary, contact the parents of both pupils involved



Guidance on Taking Holidays during Term-time

Introduction

Absence during term-time as a result of term-time holidays interrupts continuity of teaching and learning, unsettles the educational progress of individual pupils at Petersfield and creates disruption. Cambridgeshire schools and the County Council aim to minimise the amount of time lost to term-time holidays through a policy which actively discourages parents from arranging family holidays during term time and supports schools to authorise absence for such holidays only in exceptional circumstances.

This policy is intended to encourage and support us all to make a clear and unequivocal statement regarding the issue of term-time holidays; to enable us to manage the issue consistently and to ensure that the amount of teaching and learning time lost to term-time holidays is, as a result, minimised. This policy supports our headteacher, allowing him or her to make consistent, robust and informed decisions with regard to the authorising/non-authorising of leave for term-time holidays and to ensure that parents develop a consistent understanding of the response which they may expect from Petersfield Orwell as a Cambridgeshire school.

Legal and National Context

Under Section 444 of the Education Act 1996 parents of a pupil of compulsory school age are under a legal duty to ensure the regular attendance of that pupil at the school where he/she is a registered pupil. Failure to fulfil this duty may result in the Local Education Authority prosecuting the parents. If found guilty of the offence, each parent could be fined up to £2,500 and/or sentenced to 3 months imprisonment. The parent may alternatively be subject to a fixed-penalty fine of £50.

Regulation 8 of the Education (Pupil Registration) Regulations 1995 gives schools discretionary power to grant leave - up to 10 days - for the purpose of an annual holiday during term time. But this is not an entitlement and parents cannot expect leave of absence for the purpose of a holiday to be granted as of right.

Nationally, Government policy is to encourage schools to minimise the amount of teaching and learning time lost as a result of term-time holidays and we are now expected to adopt a much more challenging response to requests for leave for such holidays. Petersfield School is legally required to set targets to reduce overall absence - term-time holiday absence is a particular category of absence on which all schools are now expected to focus.

Recommended Practice in Cambridgeshire

This school policy with regard to term-time holidays is clearly stated in the school brochure and is regularly communicated to parents.

This policy :

- reminds parents of the importance of ensuring their pupil's regular, uninterrupted school attendance;
- actively discourages parents from arranging holidays during term-time.



The Sculptors

*I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young pupil's mind
And they fashioned it with care.
One was a teacher,
The tools he used were books, music and art.
One a parent,
With a guiding hand, and a gentle, loving heart.
Day after day the teacher toiled
With a touch that was loving and sure;
While the parent laboured by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought
For the things they had moulded into the pupil
Could neither be sold or bought.
And each agreed he would have failed,
If he had worked alone,
For behind the parent stood the school,
And behind the teacher,
The home.*