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Newnham Croft Primary School

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Tel: 01223 508737

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Headteacher:
Mrs Jacky Jones

Chair of Governors:
Ms Jo Buffery

2009

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Headteacher: Mrs J Jones

Dear Parents and Carers

Welcome to our school

Newnham Croft Primary School takes great pride in making everyone feel welcome and part of our community. As a primary school funded and supported by Cambridgeshire Local Education Authority our school aims to serve all children aged 4 plus to 11 years from the community of Newnham and beyond. We are fortunate in having a wide diversity of backgrounds and cultures amongst our families and our staff that helps us to offer a richness of experience to the children. We believe that the education of children is greatly enhanced by involvement with the whole community. Education is not confined to school hours or walls but is a continual process involving a partnership between home, school and community. With that as our foundation we aim to build a learning environment where children feel happy, safe and encouraged to achieve the best that they can.

We are all very proud of our achievements at Newnham Croft. Our school has received the International School Award from the British Council 3 times; it is for outstanding developments of an international dimension in the curriculum. We have also gained the Artsmark award for our commitment to providing opportunities across all art forms. The school also has the Health Promoting Schools Award as recognition for work that shows understanding of the importance of investing in health and well being to help raise levels of pupil achievement. We are a University Partner school, involved in training new teachers, and we have recently become an Eco school.

Excellent communication is greatly valued in our school. Staff try to make themselves available to parents whenever possible. However, most of our day is taken up with the children so it is best to book an appointment if you need to speak to a teacher or myself at length. Messages can always be left at the office in person, by telephone or e-mail.

All staff at Newnham Croft Primary School look forward to working with you.

Yours sincerely

Jacky Jones



The aims of Newnham Croft Primary School

The aims of Newnham Croft Primary School reflect the different members of the school's community:

We want all children to:

- enjoy attending Newnham Croft Primary School;
- benefit from the cultural diversity within school;
- be effective learners;
- feel safe, secure and supported;
- feel successful and fulfil their potential;
- contribute positively to school;
- be respected and respectful;
- be motivated and inquisitive;
- be confident and independent;
- be proud of Newnham Croft Primary School.

We want all staff to:

- enjoy working in Newnham Croft Primary School;
- feel valued;
- have good work/life balance;
- develop professionally;
- encourage and work to high standards;
- be open to children, parents and other staff;
- be supportive and supported;
- promote the cultural diversity within the school;
- be proud of Newnham Croft Primary School.

We want all parents to:

- choose Newnham Croft as their preferred primary school;
- feel included and welcomed;
- be informed and involved;
- be supportive of professional judgements;
- work in partnership with staff;
- be proud of Newnham Croft Primary School.

We want all governors to:

- know the school and staff;
- be informed and involved;
- be challenging and constructive friends;
- be supportive of professional decisions;
- promote the work and positive image of the school;
- be proud of Newnham Croft Primary School.

We want the wider community to:

- value Newnham Croft Primary School as an important part of the local community;
- be supportive of the school;
- help the school to broaden its horizons;
- be proud of Newnham Croft Primary School.

The School

Newnham Croft Primary School occupies grounds in the heart of Newnham, in the southwestern part of Cambridge city, close to the river Cam. Around 235 children attend our school and most live in the vicinity of Newnham. A significant number are children of Cambridge University academics many of whom come from abroad. We take great pride in this cultural diversity and the school has been awarded the British Council's International Schools Award for outstanding development of the international dimension in the curriculum.

The school grounds extend to nearly two acres including a large tree lined playing field, hard play areas and a "wildlife area." Adjacent to the large playground are two wooden climbing and play structures, plus a large sand pit. We also have a large enclosed all weather pitch as well as a smaller, equipped separate playground for the youngest children.

The school was built in the late 1980s. There are eight classrooms; a purpose built ICT room, a hall, a resources room, a food technology room, music room, a library area, offices, staff room and community room. There is a toilet for the disabled and wheel chair accessible entrances.

Personnel

Headteacher

Mrs Jacky Jones

Deputy Headteacher

Mrs Farah McPhee Reception/Year 1 Teacher, Foundation Stage & Key Stage 1 Leader

Teaching Staff

Miss Kate Ward Reception Teacher

Mr Jonathan Catley Year 1/2 Teacher

Ms Marguerite Richards Year 2 Teacher

Mrs Nichola Rodgers Year 3 Teacher

Mr Nick Goller Year 4 Teacher

Miss Lesley Turner Year 5 Teacher, Special Educational Needs Coordinator & Key Stage 2 Leader

Miss Katy Holliday Year 6 Teacher

Mrs Cheryl Lancaster Part-time Teacher

Mrs Nicola Marroncelli Part-time Cover Teacher

Mr Edward Ferguson Part-time Cover Teacher

Part-time Multicultural Service Support Teacher

Mrs Roz Mays

Teaching Assistants

Miss Sarah Blake (Early Years)

Mrs Helen Bracey

Miss Lizzie Bristow

Miss Jacqui Browning

Mrs Lynne Burke

Mrs Ann Chapman (Early Years)

Mrs Tracy Elbourne

Ms Louise Legg

Mrs Angelina Mahoney

Mrs Michelle Noble-Nestor

Mr Tom Pinnock

Miss Katie Wakelen

Mrs Nicola Wood

School Secretary

Mrs Linda Dobson

Finance Secretary

Mrs Lynda Scott

Site Officer

Mr John Playford

School Cook

Mrs Michelle Noble-Nestor

Midday Coordinator

Miss Jacqui Browning

Cambridge County Council Education Service, Castle Court, Cambridge, Tel: 717111

Deputy Chief Executive -

Children and Young Peoples Services

Gordon Jeyes

Director of Learning

Helen Whiter

Admissions Administrator

Patsy Smith/Angela Bloom

Assigned Inspector for Newnham Croft

Jane Rickell

The Governing Body

The Governing Body and Responsibilities

The Governing Body is responsible to funders, parents and the community. Members of the Governing Body must include parents, school staff, and representatives of the Local Education Authority as well as members of the local community.

The Governors are responsible for making sure the school provides a good quality education. They set the school aims and policies together with the Headteacher. The Headteacher is responsible for the day-to-day management of the school. He or she is appointed by the Governors and works closely with them. Governors make themselves available to listen to the views of parents about school policies and school issues. Any issues concerning individual children however should be raised with teachers.

Duties

Recent education acts have given Governors increasing responsibilities in the running of schools. Their main duties, in close partnership with the Headteacher, are:

- helping to establish the aims and policies of the school;
- to draw up the School Development Plan;
- to draw up an action plan after inspection and monitor its implementation;
- to publish specified information to parents, including the Annual Profile;
- to exercise general direction in the conduct and curriculum of the school;
- to ensure the right provision is made for children with special educational needs;
- to deploy the school's delegated resources according to the school's priorities and needs;
- to appoint, promote and deal with personnel matters generally, in accordance with LEA and national conditions of service;
- to determine the use to which school premises may be put, by the local community outside the school days;
- to oversee the condition of school premises.

Members of the Governing Body

Ms Jo Buffery	Chair and LA Governor
Dr Kerstin Middleton	Vice Chair and Parent Governor
Mrs Birgit Carolin	LA Governor
Mr Hugh Clough	Community Governor
Dr Christopher Cullen	Parent Governor
Mr Islay Currie	Community Governor
Ms Ruth Fairhead	Clerk
Mr Christopher Huff	Community Governor
Mrs Jacky Jones	Headteacher
Ms Kate Jones	Parent Governor
Mrs Farah McPhee	Deputy Headteacher and Teacher Governor
Ms Harriet Price	Community Governor
Mr Geoff Stead	Parent Governor
Mr Ian Willis	Parent Governor
Vacant	Staff Governor

Admission to School

Allocating Places

Parents are required by law to ensure that their child is educated full time from the beginning of the term after his/her 5th birthday. Cambridgeshire schools offer places at the beginning of the autumn term for children who will be 5 years old at some point that academic year, that is between September 1st and the following August 31st.

Priority is given to those living in the school's catchment area. A full list of roads in the catchment area is available within the LEA publication 'Admission To Primary Schools In Cambridgeshire'. This booklet can be obtained from the Local Educational Admissions Team, Box ELH 1505, Castle Court, Cambridge, CB3 0AP. It will also give you additional information about school admission.

If you wish for your child to attend Newnham Croft Primary School you should submit an application form to the school or the LEA admissions officer. The school does not make the decisions about places, this is done by the LEA admissions officer (telephone 01223 699201 or email angela.bloom@cambridgeshire.gov.uk).

The Admission Criteria (in order of priority)

1. Children with a statement of special educational need which name the school or for whom this is the only school that can meet their long-term medical needs.
2. Children living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of the admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. Children living outside the catchment area.

In cases of equal merit, priority will go first to children who are looked after and then to children living nearest the school.

Appeals

If you are unhappy with the decision not to offer your child a place at your preferred school you have the right to appeal to an independent panel against the decision. The letter you receive from the LEA about allocation of places will inform you of your right of appeal.

Children from Overseas

Admission to school is dependent upon the conditions under which you have been granted leave to enter the United Kingdom. You will need to contact the Admission Team for further details (01223 699201).

Temporary moves from the Area

If you decide to make a temporary move of more than six weeks please seek advice from the Headteacher. Generally places are not kept open after 6 weeks.

Visiting School

You are most welcome to visit the school before applying and this can be done by contacting the school secretary to make an appointment. During periods of high demand we will organise times to show groups around the school.

Children starting in the Reception Year

Places are offered at the beginning of April. After a place has been confirmed parents and carers will be invited to an evening meeting to hear more about how the school works, about the curriculum and how we ensure a smooth transition into school for your child. Children will be invited to school for a couple of sessions in July so that they can meet the staff and the other new children.

Some children find starting school very tiring and over recent years we have found our transition programme most successful. Children attend either mornings or afternoons for the first 4 weeks. You will be informed about which weeks will be 'morning only' and which weeks will be 'afternoon only'. After this introductory period we encourage full time attendance, however, in certain circumstances this may vary.

School Organisation

Classes

Our school currently has 8 mixed ability classes. There are four classes in Key Stage Two, one for each year group (ie Years 3, 4, 5 and 6). The other 4 classes are a Year 2 class, a mixed Year 1/2 class, a mixed Reception/Year 1 class and a Reception class. The main criterion for choosing the children for the mixed year group classes is age. For example the youngest Year 2 children will be placed with the oldest Year 1 children. In certain circumstances the professional judgement of staff may determine that a child is better placed in a specific class based on other factors, for example special needs.

The beginning and ending of the school day

Children need to be at school in time for the school bell at 8.50 am. It is crucial that children arrive on time. The gate to the playground will be opened at 8.30. Reception, Year 1 and 2 children may enter school when the playground door opens at 8.40. Regular lateness causes distress for the child and results in disruption of teaching and learning. Late arrivals must enter by the office door and sign the late book. Lateness and attendance/absence are recorded twice daily.

Buggies should not be taken into the school building and should be left in the playground. The gate will remain open until 9.00 am to allow adults to leave via the playground.

Lunch break starts at 12 noon for Reception and Key Stage One and at 12.15 for Key Stage Two. Afternoon school starts at 1.15 pm for all children.

Reception children and Key Stage One children finish school at 3.10 pm and Key Stage 2 at 3.15 pm. It is expected that all children in Reception, Year 1 and 2 are accompanied home by an adult. *It is assumed that children in Key Stage Two are allowed to go home unaccompanied unless their parents have made other arrangement with them.* A teacher is on duty at the gate until 3.25 pm when a bell is rung to vacate the playground after which the gate will be locked. Everyone is asked to vacate the school promptly to allow staff to continue with their duties after school.

Term Dates for 2009/10

Autumn Term 2009

Autumn term opens	Thursday 3 September
Half term	Mon-Mon 26 October-2 November inclusive
End of term	Friday 18 December

Spring Term 2010

Spring term opens	Tuesday 5 January
Half term	Mon-Mon 15-22 February inclusive
Spring term closes	Thursday 1 April

Summer Term 2010

Summer term opens	Tuesday 20 April
May Day	Monday 4 May
Half term	Mon-Fri 31 May-4 June
Summer term closes	Thursday 22 July

The Curriculum

Newnham Croft Primary School's curriculum comprises all planned activities that are organised in order to promote the children's learning and personal development. Its ultimate aim is to provide an education that prepares all children for life in the wider world. The curriculum encompasses not only the statutory requirements but also the rich variety of activities that are offered beyond the formal curriculum, often beyond the classroom walls and the school day. The curriculum is underpinned by an ethos of respect, support, openness and collaboration.

The National Curriculum

The National Curriculum provides our school with the framework for what should be taught and the expected standards that children should achieve within Key Stage One and Key Stage Two. There are ten National Curriculum subjects which are statutory in primary schools and, though not statutory, Personal, Social and Health Education (PSHE) is also taught. We also provide lessons in Italian for all children in Years 1 to 6 in conjunction with the Italian Consulate. French is taught to Years 4, 5, and 6 in conjunction with Parkside Community College. All primary schools are also required to maintain a policy on sex education and parents can choose to withdraw their children from all or part of sex education. Such requests need to be submitted to the Head Teacher in writing.

Religious Education

Religious Education is also a statutory requirement but is not contained in the National Curriculum. The school follows the Cambridgeshire agreed syllabus. Parents have the right to withdraw their children from Religious Education. Such requests need to be submitted to the Head Teacher in writing.

The Foundation Stage

The Foundation Stage describes the phase of education from a child's third birthday until the end of the reception year when the child reaches five years old. The Foundation Curriculum is the framework on which Foundation Stage teaching and learning is based. Many of the children will have already encountered the Foundation Stage curriculum during their pre-school or nursery provision. The Foundation Stage curriculum is organised into six areas of learning and the Early Learning Goals set out what most children are expected to achieve by the end of the Reception year. The Foundation Stage underpins all future learning and prepares children for learning in Key Stage One and is consistent with the national curriculum.

Aims

It is through the implementation of this policy that we aim to fulfil our wish for all children to:

- enjoy attending school
- benefit from the cultural diversity within school
- become effective learners
- feel safe, secure and supported
- feel successful and fulfil their potential
- contribute positively to school

- be respected and respectful
- be motivated and inquisitive
- be confident and independent
- be proud of their school

Planning and Organisation

Curriculum planning is undertaken in three phases: Many aspects of planning are done collaboratively. Long term planning identifies which units of work will be taught in each term to each key stage. Medium term planning identifies teaching objectives and strategies - we have adopted the National Literacy and Numeracy Strategies as well as QCA schemes of work, other published schemes of work and schemes of work created in-house. Short-term plans are written by teachers, sometimes in collaboration, to identify detailed learning objectives, activities and resourcing needs.

These three phases of planning ensure that the curriculum is:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link the children's experiences to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Creative** so that imagination, lateral thought and artistic expression may be used to explore all areas of learning as well as developed in their own right
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability of each child
- **Accessible** so that there is equality of opportunity and inclusion for all children

Monitoring and Review

Curriculum planning, organisation and content are reviewed to ensure that the curriculum continues to reflect the needs of the school.

Responsibility

It is the joint responsibility of the Head Teacher and the Governing Body to consider, agree and monitor the implementation of the Curriculum Policy.

The responsibility to deliver the curriculum lies with the whole school staff. Curriculum Leaders provide professional leadership and management.

Timetabled teaching time, not including collective worship and breaks is: 22 hours for Key Stage 1 and 23 hours, 45 minutes for Key Stage 2.

English

Through studying English children develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps children understand how language works by looking at its patterns, structures and origins. Using this knowledge, children can choose and adapt what they say and write in different situations.

The National Literacy Strategy gives us the framework with which we plan and teach literacy skills.

Mathematics

Mathematics equips children with a uniquely powerful set of tools which include logical reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics is important in everyday life and as such we aim to enable children to apply their mathematical knowledge, skills and understanding to real life situations. Mathematics is a creative discipline and children are encouraged to look for different connections and explore a variety of ways to find solutions. Children are introduced to new mathematical concepts through practical activities using a wide variety of apparatus. Mental calculation is important within both key stages and children are encouraged to explain their mathematical thinking to others using mathematical vocabulary.

The National Numeracy Strategy is central to our planning and teaching.

Science

Science stimulates and excites children's curiosity about phenomena and events in the world around them. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Science in our school is often linked with other subjects within topic-based projects. Children are given the opportunity to use a variety of apparatus as well as the school environment including our wild life area. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

Information and Communication Technology

Information and communication technology (ICT) prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Children use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with children being able to make informed judgements about when and where to use

ICT to best effect, and to consider its implications for home and work both now and in the future. All our classrooms have an interactive whiteboard facilitating interactive and cross-curricular teaching and learning. Our school also has a purpose built ICT room, housing 18 computers. All our teaching and administration rooms are networked.

History

History fires children's curiosity about the past, in Britain and the wider world. Children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, children find evidence weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

In our school history is planned and taught within topics using specific schemes of work.

Geography

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from difference perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As children study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Design and Technology

Children are given opportunities to work on practical tasks to develop skills, knowledge and understanding. The subject calls for children to become autonomous and creative problem solvers, as individuals and members of a team. They are given opportunities to look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They use a wide variety of materials and are taught to use different tools safely. Children reflect on and evaluate their own design and technology as well as that of others, both past and present. Through design and technology, all children can become discriminating and informed users of products, and become innovators.

Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Children use colour, form, texture, pattern and different materials and processes to communicate what they

see, feel and think. Through art and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. Children learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. They also explore ideas and works of a variety of artists, craftspeople and designers.

Music

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expressions, reflection and emotional development. As an integral part of culture, past and present, it helps children understand themselves and relate to others. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. Music is taught by class teachers as whole class lessons.

Parents can purchase specific music tuition for children from the Cambridgeshire Instrumental Music Agency. These lessons are delivered during the school day by specialist music peripatetic teachers, external to our school. Parents should contact the school office for more information.

Physical Education

Physical education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for children to be creative, competitive and to face up to different challenges as individuals, in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Children learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process children discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Personal, Social and Health Education and Citizenship

The importance of personal, social and health education and citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to

understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Religious Education

Religious education develops children's knowledge and understanding of and their ability to respond to, Christianity and the other principal religions represented in Great Britain. By exploring issues within and across faiths, children learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures.

RE encourages children to consider questions of meaning and purpose in life. Pupils learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious, moral and social issues. Children develop their sense of identity and belonging, preparing them for life as citizens in a plural society.

Our school follows the Cambridge Agreed Syllabus for our religious education.

Multicultural

In our school there are often about 40% of children who speak a language or languages other than English. These children are at various stages of acquiring English. A very limited amount of funding is usually available from the Local Education Authority multi cultural service to provide a small amount of support for children who are at the early stages of learning English. Teaching English as an additional language is not provided. The support given aims to help with the inclusion of children in regular class lessons and activities.

Newnham Croft Primary School is very proud to have so many cultures and languages represented in school and we celebrate the way our community is enriched by our international families. Where possible we use the knowledge and expertise of our international families by involving them in appropriate curriculum activities. Teachers also aim to enhance the curriculum by building international opportunities into their planning. Newnham Croft Primary School has been awarded the British Council's award International School Award for outstanding development of the international dimension of the curriculum.

Special Educational Needs

At Newnham Croft Primary School we are determined to include all children and meet their educational needs. Some children experience difficulties with aspects of their learning from time to time. Through careful assessment we aim to identify and support pupils with Special Educational Needs as early as possible. Communication with parents is very important to us. Parents who have specific concerns about their children should discuss these with class teachers. New parents to school are asked to inform teachers if their child has previously been identified as having special educational needs.

The school's policy for special educational needs is based upon the requirements of the Code of Practice which came into force on 1st January 2002 and which includes the rights and duties

introduced by the SEN and Disability Act 2001. The Code of Practice gives advice to schools on their statutory duties in identifying, assessing and making provision for children's special educational needs.

Teachers plan and assess work that is appropriate and relevant to the individual needs of children. Those who are identified as having special educational needs (SEN) may be entered in the school's special educational needs register at one of two levels; school action and school action plus. We always inform and involve parents. An individual educational plan (IEP) is drawn up for each child on the SEN register. Targets within these IEPs are shared and agreed with children and parents. The county's pupil support team advises our staff and may be involved in support teaching within school for those children who are on the school action plus level. As with all children those with special educational needs are encouraged to become increasingly independent and fully involved within the school.

Cultural Statement

At Newnham Croft School we aspire to ensure an equitable provision of positive cultural activities for all our children.

Our whole school agreed aims for children include:

- enjoying attending Newnham Croft Primary School;
- benefiting from the cultural diversity within school;
- being effective learners;
- feeling safe, secure and supported;
- feeling successful and fulfil their potential;
- contributing positively to school;
- be respected and respectful

Our whole school aims for our community include:

- valuing Newnham Croft Primary School as an important part of the local community;
- being supportive of the school;
- helping the school to broaden its horizons

To this end we work closely with parents, our local community and sports and culture providers to enhance provision here. This includes timetabled opportunities for the development of traditional and popular performing and visual arts and literature.

Newnham Croft is not a specialist school. We aim to provide the broadest range of academic social, cultural, and physical experiences possible for the pupils of our school. We also offer a curriculum which reflects and celebrates the wealth of diversity in our community. We have termly themed weeks which culminate with an open evening for the community. These themed weeks provide opportunities to work with artists, poets, animators, sculptors, dancers, actors, scientists and heritage providers and representatives from the community.

We also organise many trips and visits to develop understanding of local heritage, to foster sporting connections and offer extended challenges. Examples are weekly climbing clubs, adventurous camps for our KS2 pupils, busking around the city and visits to places of interest such as the Botanic Gardens. Children also have regular opportunities to attend and participate in performances. Links with local organisations such as Cambridge Lawn Tennis Cambridge United (which provides after school football for both Key Stage 1 and 2) further enhance provision here. Regular visits from the City Rangers, Life Skills and Learning Bus deliver workshops and presentations about the environment.

We have become an ECO school in 2007 with Eco award Silver in June 2007. In 2008 we were reaccredited with the Arts Mark award. We have also been accredited as an International School for three years running, making us one of only 17 schools to achieve this. In the academic year 2008/09 we are working towards being accredited with the Green Flag award. We have a very proactive garden and eco club who work hard to develop our grounds.

We feel that our commitment to delivering high quality culturally rich activities helps us to meet the outcomes of the Every Child Matters agenda.

We encourage our learners to develop the personal qualities necessary for future economic well-being by: our programme of PSHE, social skills groups, high expectations of good behaviour, attitudes to others and personal responsibility.

The range of cultural activities on offer here is integral in ensuring a high level of inclusion, commitment to racial equality and a mature response to cultural diversity from our pupils. We extend learners' enjoyment and achievement with a wide variety of enrichment activities.

Learning opportunities in lessons within non-core subjects are extensive including the recent introduction into the school day of Italian (across the school) and French (for KS2). We also offer recorder lessons for all Year 3. Collaboration with the secondary school to improve continuity between KS2 and 3 has resulted in the introduction of French teaching, an animation project with the secondary ICT department, and Year 6 Science lessons taught jointly by the Year 6 class teacher and secondary school science teacher.

The international leader ensures that teachers consider multicultural opportunities in planning. We hold a cross curricular international week each year which involves a variety of workshops covering Indian dance, cooking from the countries studied, African ceramic work and multicultural poetry, visiting speakers and drama workshops.

After school extra curricular activities include Drama, Singing, Football, Rugby, Chess, Maths Olympiad, Dance, Art, French, Cookery, Netball, Multi-skills sports.

There are opportunities for parents to buy instrumental lessons and we currently run a school band.

School Matters

Attendance

The Department for Education requires schools to record reasons for absence. Attendance information is included in children's annual reports. If for any reason your child is absent it is vital that you inform the school office on the first morning of absence. Messages can be left in person from 8.30 am or by telephone. If notification of absence is not reported on the first day a child is away then the school will telephone the parent or carer for an explanation. All absences must be explained. If an absence is left unexplained or the Headteacher is not satisfied that it constitutes an authorised absence then it will be recorded as unauthorized and will appear as such on the child's end of year report.

Authorised absences are generally those due to illness, medical appointments or religious festivals. If a parent wishes to take a child out of school for other reasons, for example a family holiday, then permission has to be sought from the Headteacher using the appropriate form which is available from the school office. Permission is not automatic. *Taking children out of school for term time holidays is strongly discouraged.* It is expected that families make plans for such occasions when school is closed. If taking a holiday during term time is completely unavoidable then a Headteacher may give permission for 20 sessions (that is 10 days) to be taken in school time. Such leave will not be granted during times when end of year assessments are made, usually in May.

Requests for longer periods of absence must be discussed with the Headteacher. It may be possible for leave to be granted in exceptional circumstances however please note that school places are not normally kept open after 6 weeks.

Behaviour

Our behaviour policy is based on an underlying belief that the interests of the children are best served when they are able to learn within a stimulating yet safe, secure and well-ordered environment. At Newnham Croft Primary School we encourage, promote and reward good behaviour, which in turn nurtures the development of good citizenship, through mutual respect and positive relationships. We aim to foster a positive atmosphere in our school, stressing the need for understanding, thoughtfulness, and mutual respect for all, in a community in which all members have equal value and importance.

We believe that parents and carers have a crucial role to play in supporting their child's learning, by encouraging them to develop positive attitudes and behaviour. The Newnham Croft 'Home-School Agreement' outlines the ways in which parents and guardians, their children and school can all work together to create the best possible environment for the personal, social and emotional well-being of all pupils.

Our policy on bullying works in conjunction with our behaviour policy. We aim to create an environment where all children can learn without anxiety and produce a consistent response to any bullying that may occur.

Bicycles

Many children cycle to school. While this is to be encouraged for older children who live some distance from school, we do urge parents to be diligent in making their children aware of the dangers of the roads around our school. We do not recommend that children under 10 years old should cycle to school unaccompanied. The county Cycling Proficiency scheme is run for children over 10 years old, that is, for those in Year 6. It is expected that all children wear a cycle helmet. Bicycles must be locked up in our cycle stands next to the school. The school cannot be held responsible for loss or damage of cycles brought to school.

Change of Address

Parents must let the school know immediately of any change of address or emergency telephone contact numbers.

Charging Policy

Newnham Croft Primary School is funded by the LEA and has a responsibility to provide the National Curriculum free of charge to all children. However, there may be some occasions during the school year when parents will be asked to contribute to cover the cost of activities not generally affordable within the normal school budget. Such activities may include the cost of transport to the local swimming pool, class visits to a place of local interest or for visiting professionals such as theatre groups or workshop leaders. Financial contributions cannot be enforced, however, if the school is unable to secure funding in this way activities may be limited or cancelled. Instrumental music tuition is an extra curricular subject and is a self-funding scheme using parental subscriptions. *If a parent wishes to discuss any difficulties with financial contributions then they should contact the Headteacher in confidence.*

Child Protection

It may be helpful for parents/carers to know that the law (Children Act 1989) requires all school staff to pass on information which raises concern that a child may be at risk from non-accidental injury, neglect, emotional or sexual abuse.

This procedure is intended to protect all children and the school is encouraged to take the attitude that where there are grounds for concern it is better to be over-cautious than to risk a child's safety. The school therefore have an unavoidable duty to contact Social Services when concerns arise.

Occasionally this duty means that the Headteacher must risk upsetting some parents by reporting a concern which, on investigation, proves to be unfounded. In these circumstances, it is hoped that parents and carers will appreciate how difficult it is for schools to carry out this delicate responsibility, and accept that the Headteacher acted in good faith and had to take these steps in the best interests of children.

Collective Worship

It is a statutory obligation for schools to have a daily act of collective worship broadly Christian in character. Our school assemblies give an opportunity for spiritual, moral, social and cultural development. It allows a time for reflection about the common values of our community.

Parents wishing to exercise their right to withdraw their child from assemblies should contact the Headteacher.

Data Protection

The school holds information on children in order to run the education system and have to follow the Data Protection Act 1998.

The school holds information on children in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well 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 LEA, to another school to which the pupil is transferring, to the Department for Education and Skills and the Qualifications and Curriculum Authority which is responsible for the National Curriculum and associated assessment arrangements.

A Cambridgeshire County Council leaflet entitled "Fair Processing Notice" with further information is available from the school.

Dress and Equipment

There is no formal uniform however we do have a dress code policy which all children are expected to follow. The dress code is based on good health and safety practice; being practical; being smart and promoting a positive image of the school and being suitable for a school environment, including being suitably modest. This will be issued to all new children and parents. There are some items of school clothing (bearing the school logo) which some children prefer to wear, for example a school fleece, sweatshirt, polo shirt and PE kit. There is also a school PE bag and a book bag. We prefer all children to have a school book bag which is used on a daily basis to carry home reading books and letters. These are all available from the PTA. Order forms are available from the School office. Bringing large backpacks to school is generally unnecessary and discouraged due to limited storage space.

A lost property box is situated in the conservatory cloakroom next to the library where any lost clothing is kept. From time to time we need to clear this box which often becomes overloaded. After due warning clothes are removed and given to charities. Please regularly check that that your child has brought all clothes home.

Health and Medical Welfare

It is crucial that the school is informed about any medical condition that your child has.

Medicines in school: In line with the LEA Health and Safety policy, relating to the administration of medicines in school, parents are encouraged, in consultation with the child's doctor, to adjust the timing of the dosage of medicine to avoid having to administer the treatment during the school day.

Where there is no feasible alternative to the administration of medicine in school the parent must discuss the matter with the Headteacher or Deputy Headteacher. School staff are not obliged to administer medicines, however, the Headteacher usually agrees to give a child antibiotics at school if the child is well enough to come to school and is simply finishing a course of medication. Parents must fill out an appropriate form after the matter has been discussed with the Headteacher. Antibiotics must be clearly marked with the chemist's printed label.

Inhalers can be kept in school, either in classrooms or in the medical cupboard after discussion with the school about a child's particular needs

Head lice: Should your child be infested, please treat the whole family as recommended by the chemist, and inform the class teacher so that other parents can be informed that an outbreak has occurred. No names are mentioned. The school always tries to pass on information about infestation to parents. It is the responsibility of parents to remain vigilant and regularly check their children's hair and to take action when any member of the family is infested. The school nurse is always happy to advise parents about headlice and can be contacted by telephone on 321635.

Sickness and diarrhoea: Children must be kept at home for at least 24 hours after the last attack occurred. Please do not bring children back to school before that time because it puts children and adults at risk from infection.

Homework

Children are expected to undertake tasks at home appropriate to their age and ability. Class teachers will inform parents of homework tasks and dates.

Lunches

Healthy, balanced cooked meals are available from the school kitchen. Weekly menus are posted on the school kitchen window, facing the playground. Alternatively, children can bring a packed lunch in a **named box**. If children do not bring their own drink, water is provided. Fizzy drinks are not allowed. Please send food that your child can deal with independently. School lunches should be paid for in advance and preferable at the beginning of each term or half term. In certain circumstances a child may be eligible for free school meals. If you need details about this then ask at the school office for information. This matter is always dealt with in confidence.

Mid Morning Snacks

All children in Reception, Year 1 and Year 2 are provided with fruit each day through a government-funded scheme. Therefore these children should not bring a snack to school. Children in Years 3, 4, 5 and 6 should bring a healthy snack, such as fruit and vegetables each day. Children should take these to classrooms at the beginning of the day and they should not be kept in lunch boxes.

Road Safety

For the safety of all please remember to park safely and legally. Pedestrians are put at risk by inconsiderate and dangerous parking. There is an understanding that parents should not drive down Chedworth Street to deliver or collect children; space can usually be found in streets further away from the school. Please consider whether you really need to **drive** to school at all.

Security

The school takes the matter of the safety of children and general security very seriously. The school doors and gates are locked once the school has commenced. Latecomers and all visitors to school are asked to report to the main entrance. The school gate is only unlocked from 8.30 am until 9 am and 3.05 pm until 3.25 pm. it is vital that you report to the school office when visiting school.

Please also help us to maintain security after school. When collecting children from after school activities adults are asked to wait outside the main entrance until children come to the door to be collected.

Transfer to Secondary School

In the autumn term of Year 6 families are issued with a booklet outlining provisions for secondary education in the area. The form included in this booklet needs to be completed and handed into our school office. The deadline is included on the form.

Many of our children go on to Parkside Community College. Some also go to Comberton, Netherhall, and Chesterton as well as various independent schools in the city and elsewhere.

Parents, Friends and the Community

Parents and Friends of the School

We are fortunate in having enthusiastic parents and members of the community who enjoy being involved in the work and life of Newnham Croft Primary School. Some parents are able to volunteer to help in classrooms, share their particular skills, organise clubs and help with school visits. If you would like to help in any way please let us know. All regular volunteers have to go through a security check. The office will advise you about filling the appropriate form.

We are also supported by the University Stimulus project who supply us valuable volunteers to work with children.

Parent Teacher Association

We have a lively and hard working PTA. All parents and staff automatically belong and an executive body is elected annually at the School's AGM. This group meets regularly. The various events not only raise funds but also provide an enjoyable way for families to socialise and get to know each other. Amongst other things events include a barn dance, a summer and a winter fete. The considerable funds raised each year enable the school to purchase resources not normally afforded within the usual school budget.

Newnham Educational Trust

The Newnham Education Trust, NET, was primarily set up so that the School could maximise the benefit of monetary gifts from tax paying donors by recovering tax from the Inland Revenue under the Gift Aid Scheme for Charities. Currently, for each £1 gifted to NET by a 22% rate tax payer, NET is able to reclaim an additional 28p from the Inland Revenue at no cost to the donor.

However NET welcomes any donations, whether made under the Gift Aid Scheme or not. Individual gifts to NET may be treated as strictly confidential to the NET trustees if requested. If you wish to donate to NET, simply send a cheque made out to the "Newnham Education Trust" and send it to Liz Day at the address below. Receipts will be issued once a payment has been received.

If you have any queries regarding NET, please contact Liz Day, the Secretary, by telephoning 01223 369110, by emailing her at liziday@btinternet.com, or by writing to or visiting her at 38 Gough Way, Newnham, Cambridge CB3 9LN.

The Local Community

Our school is very much part of the local community and links are developed in many ways, both formally and informally. We are fortunate in having a community room as part of the school. This is a large, pleasant room, which has its own toilets and small kitchen area. The room opens up onto a sheltered paved garden. It is available for hire for classes, meetings, parties' etc, through the school secretary and is used regularly by several groups.

Each morning the Newnham Nursery is held in the community room. Further information is available from the school office. Please note this is run independently of the school.

Each afternoon an after school club is held straight after school closes in the community room. Details are available at www.thenewcroftclub.co.uk. Please note this club is run independently of the school.

The Scouts, Guides and Brownies groups are based in the Scout and Guide Centre situated in the school grounds.

If you would like to use the school hall or community room facilities for an event or require a venue for your organisation/group contact the school office.

Links with other Schools

After leaving our school at the end of Year 6 most children go to Parkside Community College. A few also go to Comberton Village College and independent schools. Our school has close contact with other city primary schools particularly those that feed Parkside Community College.

KS1 SATS 2009 %

	Level 2+	Level 3
Reading	100	63.6
Writing	100	54.5
Mathematics	100	60.6

KS2 SATS 2009 %

	Level 4+	Level 5
English	90	30
Mathematics	80	37
Science	94	47