

**Stilton Church of England (C) Primary School,  
Church Street,  
Stilton, Peterborough  
PE7 3RF**

Dear Parents and Carers,

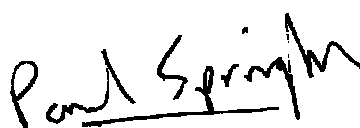
On behalf of the governors, staff and pupils of Stilton Primary School we wish to extend a warm welcome to you and your child(ren). Choosing the right school can be a difficult decision and we hope that the information included in the prospectus will help you.

The staff and governors believe in providing a warm, caring learning environment that enables all children to achieve their full potential. We aim to prepare children with the skills, knowledge and understanding that they will need to become confident and valued members of society.

We also believe in developing good relationships between home and school so that parents/carers and staff can work together to support children's development. Our staff are friendly and approachable and will be willing to answer any questions that you may have.

Please do not hesitate to contact us via the school office should you require any further information or wish to visit the school.

Yours sincerely,



Annette Baughan  
Headteacher

Paul Springford  
Chair of Governors

**Stilton C of E Primary School**

# **Stilton Church of England Primary School Information Booklet For Parents/Carers**

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**Stilton CofE Primary School**

# Statement of Aims

Mission Statement:  
Live together, learn together,  
grow together

At Stilton Church of England (C) Primary School we view all members of the school community as lifelong learners. We aim to provide a caring, happy, safe school in which creativity and individuality can flourish.

Our learners demonstrate:

- a love of learning
- responsibility and respect
- high standards of behaviour
- independence and self-motivation
  - curiosity
- confidence and self-esteem
  - teamwork

# Ethos Statement

Mission Statement:  
Live together, learn together,  
grow together

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England in partnership with the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The school's Church Foundation and Christian values will ensure a friendly, supportive ethos within which children and adults can excel. Stilton Church of England Primary School will ensure equal opportunity and provide a motivating environment with high expectations, which will enable all children to have pride in achieving their best in all aspects of their learning.

# STILTON SCHOOL

The Old School House was first used in 1888. The school has expanded with the growth of the village and on the current site has seen the addition of six extension buildings, the latest in 2010.

The present school consists of six permanent classrooms. The school is well equipped with a large hall/gymnasium, kitchen block, kiln room, cooking area, library, and an early years outdoor play area attached to the Reception classroom. There is also a computer suite that has a number of PCs to which all children have regular access and which are networked. We also have a number of laptop computers, on a wireless network, which children can use for a variety of curriculum work.

Outside there is a large sports field and a playground which is equipped with an activity trim trail.

Stilton Playgroup and the Haven Out of School Independent Care Scheme are located within the building. The latter is open both prior to, and at the end of, the school day.

The school is regularly used by different community groups and enjoys excellent links with St. Mary Magdalene Church.

# STILTON SCHOOL STAFF

September 2011

Head Teacher: Miss Annette Baughan

Deputy Head: Mrs Helen Smallman

## Teaching Staff:

FoundationStage/KS1 Leader	Mrs Emma Barton	
Year 1		
Key Stage 2 Leader	Mrs Ellisa Westerman	Year 6
Class Teacher	Mrs Helen Smallman	Year 4 / 5
Class Teacher	Mrs Kay Leonard	Year 4/5
Class Teacher	Miss Clare Petty	Year 3/4
Class Teacher	Mrs Jenny Walker	Year 3/4
Class Teacher	Miss Jane Russell	Year 2
Class Teacher	Miss Heidi Day	Reception
Music Teacher	Mrs Jackie Southwell	

## Support Staff:

Mrs Pat Crane	School Secretary and Clerk to the Governors
Mrs Beth Williams	Finance and Data Secretary
Mrs Caroline Brookes	Teaching Assistant
Mrs Debbie Embery	Higher Level Teaching Assistant
Mrs Nicky Harrod	Teaching Assistant
Mrs Tracy Marshall	Teaching Assistant
Mrs Elaine McEachern	Higher Level Teaching Assistant/ICT Assistant
Mrs Sam Melton	Teaching Assistant
Miss Alycia Rouse	Teaching Assistant
Mrs Sue Shirley	Teaching Assistant
Miss Millie Tillson	Teaching Assistant
Mrs Elaine Walker	Teaching Assistant
Miss Jackie Woodham	Teaching Assistant
Miss Shelley Cook	Family Link Worker
Mr Luke Goldsmith	ICT Admin Assistant

Mr Kevin Adcock	Caretaker
Mrs Mary Harrison	Caterer
Mrs Sue Newell	Catering Assistant
Mrs Manjula Odedra	Catering Assistant
Middy Co-ordinator	Mrs Tracy Marshall

## Middy Supervisors:

Mrs Caroline Brookes	Mrs Nikki Lister	Mrs Elaine McEachern
Mrs Sue Shirley	Mrs Helen Smith	

# STILTON SCHOOL GOVERNORS

The governing body works in close partnership with the Headteacher and staff of Stilton School to raise achievement and develop a strategic overview of school development.

School Governors are:

Chair of Governors	Mr Paul Springford
Foundation Governors	Vacancy Mrs Pat Maltman Mrs Debbie Williams
Local Authority Governor	Mr Alan Warren
Community Governors	Mrs Olive Main Mr Paul Springford Mr John Warner
Parent Governors	Mr Stephen Bennett Mrs Julie Blakeley Mr John Baldaro Mr Sean Kehoe Mrs Alison Tanton-Smith
Teacher Governor	Mrs Ellisa Wise
Support Staff Governor	Mrs Elizabeth Williams
Head Teacher	Miss Annette Baughan
Ex-Officio	Mrs Helen Smallman
Clerk to the Governors	Mrs Pat Crane

# STARTING SCHOOL

Children may begin school at the beginning of the academic year during which they are five. Pre-school liaison and staggered intake procedures ensure that starting school is as enjoyable and stress free as possible. The curriculum provision for reception children at Stilton School is child centred and activity based. It aims to provide a stimulating learning environment, offering opportunities for discovery and learning across all curriculum areas and encouraging personal autonomy and a sense of responsibility. The attitudes, behaviour patterns and early concepts developed during the Reception year provide the foundation for future educational and social development.

A comprehensive booklet outlining policies and procedures for parent/guardians of Reception children is available upon request.

At Stilton School we know how important it is to have a positive start to school life. Children are admitted into school during the school year in which they are five. We have thought very carefully about our intake procedures in order to make the transition from home to school as smooth as possible:

Admissions forms must be returned to the LA or the school office by the first week in December at the latest. Please see the Guide to Parents for the exact date. You will be sent a letter offering a placement at the end of April.

**April/May** The Reception teacher/s begin visits to playgroup to get to know the children who will be starting school in September. Playgroup begin to use school facilities e.g. school hall and join the younger children for playtime once a week.

**May/June** New parents are invited to an induction evening where they will be given more information about the Foundation curriculum and what they can do between May and September to help their child prepare for school. Parents/Carers are told the date and time on which their child will start school. They can also sign up for a home visit.

**June** Children spend some time in the Reception classrooms in small groups either accompanied or unaccompanied by parents/play group leader. Appointments are given out for home visits/parent interviews.

## **September.**

Children are admitted into school in small groups and will attend for morning only sessions initially.

**October** All children are in school full time by October half term if deemed ready by parents/carers and teacher.

# SCHOOL HOURS AND HOLIDAY DATES

There are 190 days in the school year.

Morning sessions begin at 8.55 a.m. and finish at 12.15 p.m.

Afternoon sessions begin at 1.15 p.m. and finish at 3.15 p.m.

Supervision on the premises is provided from 8.45 am when a bell rings to indicate that parents and children may enter. Children who go home for lunch should return no earlier than 1.10 p.m.

## School Term and Holiday Dates for 2011 / 12

Autumn Term Opens      Wednesday, 7 September 2011

Half Term                      24-28 October 2011

Training Day                Monday, 31 October 2011

Autumn Term Closes      Friday, 16 December 2011

Spring Term Opens        Wednesday 4 January 2012

Half Term                      13-17 February 2012

Spring Term Closes        Friday, 30 March 2012

Summer Term Opens      Monday, 16 April 2012

May Day                        Monday, 7 May 2012

Half Term                      4—8 June 2012

Summer Term Closes      Friday 20 July 2012

NB Children do not attend school on Training Days

# THE SCHOOL OFFICE

The school office is the first point of contact for all enquiries.

We ask that you support the school secretaries by co-operating with any administrative requests that the school make. In particular, parents/carers are asked to order and pay for school dinners on Mondays. All monies should be in a named, sealed envelope which the children hand to their class teacher after the register has been taken. Cheques should be made payable to Stilton Primary School and dinner monies should be paid separately from any other payments.

Cheques for swimming and educational visits should also be made payable to Stilton Primary School.

All visitors to the school are requested to enter the building via the school office where they will be asked to sign the visitors' book before being admitted. Visitors should also sign out before leaving the building.

To ensure your child's safety, please ensure that they enter the school grounds via the side gate and never through the car park. Parents/carers are asked not to use the car park, which is for staff and official visitors only.

# THE CURRICULUM

Stilton school offers a curriculum which is:

<i>BROAD</i>	teaching a wide range of skills, knowledge and understanding.
<i>BALANCED</i>	offering an appropriate balance of curriculum subjects, both statutory and non statutory.
<i>DIFFERENTIATED</i>	taking into account children's individual abilities and learning styles.
<i>RELEVANT</i>	presented in contexts which are meaningful to the children with an emphasis on first hand experience whenever possible.

Stilton Primary School has developed a curriculum framework which ensures that skills, knowledge and understanding are taught and developed through a progressive, continuous process from Reception to Year Six. The curriculum is enriched with termly theme weeks. For a week, we collapse the regular timetables and focus on teaching an aspect which is a high priority on the School Development Plan. In 2010/11 we enjoyed Healthy Bodies, Healthy Minds Week, Book Week and Outdoor Learning Week.

*National Curriculum subjects:* English, Maths, Science, Information Technology, Design & Technology, History, Geography, Music, Physical Education, Art

*Other subjects taught:* Religious Education, Personal, Social and Health Education

The content of the National Curriculum is determined by the Programmes of Study outlined by the DfES. Schools are then able to build a framework that enables them to meet the specific needs of their pupils.

# ENGLISH

The National Primary Strategy, introduced by the government, has encouraged schools to take a more flexible approach to the use of the Literacy Hour. This involves the teaching of text, sentence and word level skills with specific learning objectives in reading and writing for each year group. The Literacy Hour involves a mixture of whole class, group, paired and individual work and teachers will use the structure flexibly to meet the needs of the children.

The Programmes of Study for English emphasise the importance of enjoyment and pleasure in language; the scope for children to respond to stories and share books they have chosen; to talk and write for purposes they have identified for themselves.

There are Schemes of Work for:

- **Speaking and Listening**
- **Reading**
- **Writing**

## Speaking and Listening

The range of study and activities is designed to develop the children's confidence and competence in speaking and listening in a variety of contexts.

## Reading

Phonics and spellings are taught systematically.

We encourage children to read for pleasure and to acquire reference skills so that they are able to find information.

Children are encouraged to develop their personal tastes in reading and share their opinions and review on books with others.

## Writing

Phonics and spellings are taught systematically.

The children are given the opportunity to write in a range of genre. Close links are made with the skills that they have acquired through Reading.

Opportunities are planned for the children to develop the writing skills that they have acquired in all areas of the curriculum.

# MATHEMATICS

The National Primary Strategy, introduced by the government, has encouraged schools to take a more flexible approach to the use of the Numeracy Hour. We teach a structured daily mathematics lesson which strongly emphasises the development and use of mental strategies.

Through a broad and balanced mathematics curriculum pupils will learn to apply their knowledge in a range of situations that require the choosing of appropriate methods to resolve problems and to communicate their findings in a variety of ways.

## Using and Applying Mathematics

- the use and application of mathematics
- making and monitoring decisions to solve problems
- developing mathematical language and forms of communication
- developing mathematical reasoning

## Number and Algebra

- developing flexible and effective methods of computation
- developing an understanding of place value and recording, using calculators and IT as tools for exploring number structure
- understanding patterns and relationships between numbers

## Shape, Space and Measures

- understanding and using properties of shape
- understanding and using properties of position and movement
- understanding and using measures

## Handling Data

- collecting, representing and interpreting data
- understanding and using probability

# SCIENCE

The aim of our science curriculum is to develop:

- knowledge and understanding of the physical and living environment.
- scientific skills, concepts and attitudes.

Children at Stilton have opportunities to investigate and experiment, observe and explore, predict and hypothesise through a practical 'hands-on' curriculum. This first hand experience leads to a deeper grasp of the skills and knowledge taught. All work in science is based on the National Curriculum Programme of Study for Science.

## **Scientific Enquiry**

- planning experimental work
- obtaining evidence
- using apparatus
- making observations and measurements
- considering evidence
- interpreting results

## **Life Processes and Living Things**

- life processes: nutrition, movement, growth, reproduction
- humans as organisms: nutrition, circulation, movement, health, growth and reproduction
- green plants as living organisms
- variation and classification
- living things in their environment: adaptation, feeding relationships, micro-organisms

## **Materials and their Properties**

- grouping and classifying materials
- changing materials
- separating mixtures of materials

## **Physical Processes**

- forces and motion: types of force, balanced and unbalanced forces
- light and sound: everyday effects of light, sight, vibration and sound
- the Earth and beyond: the sun, earth and moon, periodic changes
- electricity: circuits and switches

# PHYSICAL EDUCATION

Physical Education forms an important part of the total education of the child. The curriculum for PE aims to:

- Promote physical activity and healthy lifestyles
- Develop positive attitudes, eg. observe the conventions of fair play and good sporting behaviour
- Ensure safe practice

Throughout all PE activities, children are involved in a continuous process of planning, performing and evaluating.

All children participate in 4 areas of activity:

- games activities
- gymnastic activities
- dance activities
- athletic activities

Children in Years Two, Three, Four and Five participate in swimming.

# RELIGIOUS EDUCATION

Religious Education has equal status with the National Curriculum and must form part of the learning programme for all pupils at maintained schools, unless parental right to withdraw is exercised.

At Stilton School we follow the Cambridgeshire Agreed Syllabus which responds to the multi-faith traditions of our wider community, whilst taking into account the requirement of the 1988 Religious Education Act, to reflect that religious traditions in Great Britain are, in the main, Christian.

The Agreed Syllabus includes two broad aims:

- understand the teachings and practices of Christianity and other world religions
- development of personal beliefs and values

# **INFORMATION AND COMMUNICATION TECHNOLOGY**

Information and Communication Technology aims to support, enhance and extend learning across the curriculum. Children learn to use ICT tools and information sources confidently and purposefully; to analyse, process and present information; to model, measure and control external events.

The curriculum at Stilton ensures a continuous and progressive development of ICT skills through a carefully structured programme based on the National Curriculum Programme of Study.

Every class is currently equipped with a PC. Our Computer Suite with 12 workstations and Internet access is fully operational.

All children have access to the full curriculum with our laptop computers as appropriate.

# HISTORY

Our purpose is to develop a knowledge of history and an understanding of how the past has helped to fashion the present. The schemes of work include important episodes and developments in Britain's past, from Roman to modern times, about ancient civilisations and the history of other parts of the world.

The key elements that will be developed through the schemes of work include:

- Chronological understanding
- Historical interpretation
- Historical enquiry
- Organisation and communication

# GEOGRAPHY

The study of geography encourages children to think and learn about the physical, human and environmental aspects of their immediate locality and the wider world. A range of geographical skills are developed with opportunities for the study of a variety of localities both in the UK and overseas.

The key elements that will be developed through the schemes of work include:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development

# **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

The aim of this non statutory curriculum subject is to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. The main strands to this curriculum area are:

- Feelings and relationships
- Growing and changing
- Keeping safe
- Drugs and medicines
- Healthy lifestyles

The expert advice of the health authority and the school nurse are an important part of the planning and implementation of the Y6 sex education programme. Parents will be advised prior to these sessions, which normally take place during the children's final term at school, so that they can be involved and prepared for the issues and questions which may arise at home.

In September 2006 we joined the SEAL (Social and Emotional Aspects of Learning) programme. The programme covers six strands and the whole school will focus on one each term: New Beginnings, Getting On and Falling Out, Going for Goals, Good to be Me, Relationships, Changes. The aim is to develop the children's ability to take responsibility for their themselves.

## **COLLECTIVE WORSHIP**

Daily collective worship takes place during assemblies. Most assemblies are with the whole school but one assembly each week is held in Key Stage groups. Our local rector leads one whole school assembly each week and other guest speakers attend as appropriate. The children attend church services at Easter, Harvest, Christmas and at the end of each academic year.

Under Section 9 of the Education Reform Act 1988, parents have the right to withdraw their child from Collective Worship if they so wish.

# ART

The aim of the art curriculum is to develop children's visual literacy as well as enabling them to participate in creative activities in a variety of media, drawing upon a range of art and craft design traditions. Pupils are given opportunities to experience different approaches to art.

The Scheme of Work includes:

- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Knowledge and understanding of famous artists work

# DESIGN AND TECHNOLOGY

Design and Technology requires children to apply knowledge and skills to solve practical problems. It draws on skills and concepts developed in mathematics, science and art, as well as technology skills such as planning, designing, making, evaluating and refining.

The Scheme of Work includes:

- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to make quality products
- Evaluating processes and products
- Knowledge and understanding of materials and components

# MUSIC

We aim to develop children's understanding and enjoyment of music and to extend their musical experience and knowledge through the study of music in a variety of styles, from different times and cultures and by well known composers and performers, past and present.

The Scheme of Work includes:

- Performing skills - controlling sounds through singing and playing
- Composing skills - creating and developing musical ideas
- Appraising skills - responding and reviewing
- Listening skills - applying knowledge and understanding

# ASSESSMENT, RECORDING AND REPORTING OF ACHIEVEMENT

We continually assess children in all areas of the curriculum in order to :

- ensure that work is appropriately matched to the ability of individuals or groups of children
- inform parents/carers of their children's progress
- give feedback to the children so that they understand how well they are achieving and what they need to do next in order to improve.

Children in Reception are assessed using the Foundation Stage Profile. The profile is a national set of standards and the class teacher and teaching assistants assess the children's progress throughout the year and will be able to provide a comprehensive report for parents/carers in July.

Children in Year Two and Year Six are assessed in May according to the current statutory requirements for the end of Key Stages One and Two. The results of these statutory assessments are reported to parents/carers in your child's annual report.

Children in Year One are assessed by their class teacher using National Curriculum levels. Children in Years Three, Four and Five are assessed using optional SATs in May.

The children's progress is constantly monitored by class teachers and the Senior Leadership Team.

Parent/Carer/Teacher consultations are held at least twice a year, during the Autumn and Spring Terms. This is an opportunity for you to discuss your child's progress with his/her class teacher.

Annual reports are sent out during the Summer Term with an invitation for you to come in and discuss the report with your child's teacher should you so wish.

# HOME - SCHOOL AGREEMENT

The School Standards and Framework Act 1998 requires governing bodies to adopt a Home-School Agreement. It summarises the school's aims and values, the school's responsibilities towards its pupils, responsibilities of parents and the school's expectations of pupils.

Parents and children will be requested to sign the agreement during the first half of the Autumn Term to indicate an understanding of the values and principles expressed in the document and a commitment on all sides to work in partnership for the good of our children.

## UNIFORM

School uniform is practical and gives the children a sense of belonging to our school community. It would be appreciated if you could consider these standard and easily obtainable items when you next buy clothes for your child:

- Grey or black trousers/shorts/skirts
- White shirt/blouse or bottle green/white polo shirt
- Bottle green cardigan or sweatshirt
- Grey or white socks or tights
- Sensible black or brown shoes
- Green print summer dress
- Green summer shorts
- Bottle green winter hat/sun-hats (available from school office)
- White T shirts and Black shorts for PE

Attractive sweatshirts, polo shirts and PE shirts with the school logo are available from Uniforms4All in Peterborough. We encourage school colours for Reception children, but do please consider easy fastenings: elasticated waists, polo shirts and velcro fastening shoes.

**The clear naming of all clothes is essential.**

A lost property container is kept in the Rainbow Corridor. Each term lost items are displayed; items unclaimed at the end of term are recycled.

PLEASE NOTE THAT JEANS, FASHION (OR PARTY) CLOTHING/ FOOTWEAR, AND REPLICA SPORT KITS ARE NOT APPROPRIATE AND SHOULD NOT BE WORN. SPORT CLOTHING SHOULD ONLY BE WORN FOR PE

## **P.E. KIT**

Children should wear black shorts with a white t-shirt for PE. PE lessons such as dance and those that involve apparatus are often carried out in bare feet but plimsolls/trainers are needed for outdoor use. Boots or trainers and long socks are required for football and hockey. A sweatshirt or tracksuit top is advisable in cold weather. All items should be kept in a drawstring or compact bag which, together with its contents, should be clearly named.

PE kit should be brought in on Mondays and taken home for washing on Fridays.

A standard letter is sent home when a PE kit is forgotten. PE is a statutory National Curriculum subject and a child can only be excused on medical grounds, after receipt of a letter from a parent/carer.

Swimming costumes and swimming hats are needed for children in Key Stage 2 in the Summer Term. Goggles may not be used for swimming lessons. Hair must be tied up and all jewellery must be removed.

## **JEWELLERY AND VALUABLES**

For reasons of security and safety jewellery should not be worn to school. If children have pierced ears they should wear studs but these must be removed for PE.

We cannot accept any responsibility for the safekeeping of watches, jewellery or valuables or for any injury caused by children wearing jewellery.

# HOMework

**Through the gradual introduction of home activities we aim to:**

- develop an effective partnership between the teachers, children and parents/ carers in pursuing our school aims
- foster a love for reading and learning
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- encourage children, as they get older, to develop the confidence and self discipline needed to study independently, preparing them for the requirements of secondary school

The amount of time that the DfES recommends children spend completing homework increases as they get older. The following timings will also include reading:

Year One/Two: an hour a week

Year Three/Four: an hour and a half a week

Year Five/Six: thirty minutes a night

As part of the curriculum outline for parents/carers, class teachers will send home a copy of the Homework timetable at the start of each term.

## **EDUCATIONAL VISITS**

We aim to broaden children's experiences in the context of their current studies. Day visits and residential visits are a valuable stimulus and support to classroom activity. The local area is also used as a resource and this will involve children leaving the school premises in organised groups during the school day. Where visits involve transport we will inform you of the date, time and venue well in advance and ask for written permission.

Voluntary contributions may be requested for activities that we would be unable to fund without support. In exceptional circumstances of insufficient contributions being made the school reserves the right to cancel the visit. Many of our educational visits and visitors are subsidised by the Friends of Stilton School.

## **EXTRA CURRICULAR ACTIVITIES**

We believe in the importance and value of organised but alternative activities which are held outside school hours.

Regular activities this year have included recorders, guitars, choir, French, dance, hip hop dance, multiskills and multisports.

While participation is purely optional, we do stipulate that if a child joins a club they must attend regularly.

As we use coaches to provide high quality extra curricular PE activities, payment may be requested. Details are published in letters that are sent home.

# GOOD BEHAVIOUR

At Stilton School we set high standards and have high expectations of everyone's attitudes and behaviour. We operate a Positive Behaviour Policy where good behaviour is praised and rewarded but the children are also aware of the consequences of overstepping the boundaries of acceptable behaviour.

Our behaviour policy was updated in January 2006. All members of the school community were involved in the review process. The policy was streamlined; a new set of Golden Rules were drawn up; they are displayed around the school and regularly reinforced in assemblies.

We used an acrostic to help us all remember them:

**S**peak to others as I would like to be spoken to

**T**ake care of everyone and everything within the school community

**I** will always do my best

**L**isten carefully to each other

**T**ake responsibility for my own behaviour

**O**rganise my own possessions and time

**N**egotiate rather than retaliate

We have enclosed the parents/carers copy of the policy.

# **ACCESSIBILITY AND SPECIAL EDUCATIONAL NEEDS**

Our school aims to be an inclusive school. We hope to make all our children welcome and look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn about ourselves. If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available via the school office) describes the arrangements we have made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website or via the school office. Our aim is for all children to 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 will know we have succeeded when disabled pupils are participating fully in school life.

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

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

# **EQUAL OPPORTUNITIES AND RACE EQUALITY**

Stilton School is committed to providing equal opportunities for all, regardless of race, gender or ability. It is expected that all children and adults will be included fully in all aspects of school life. We actively promote self and mutual respect, positive, caring and non-judgemental attitudes throughout school.

## **MEDICALS**

The Child Health Department issues a confidential medical questionnaire during your child's first year at school. Other regular dental, hearing and eyesight checks are undertaken if considered to be necessary. Children are never examined without the consent of their parent/carer. Please ensure that any relevant medical information is included on your child's registration form.

## **ACCIDENTS**

If your child has an accident at school he/she will be examined, and if necessary given simple first aid, by a qualified first-aider. All incidents that require first aid are logged in the school record book. Parents are always informed if there is a cause for concern. Please ensure that we have your up-to-date phone numbers for work and home so that we can contact you in case of an emergency. If your child needs hospital attention we will do our utmost to contact you first. In the event of a minor bump on the head or face a standard letter is sent home to inform parents/carers so that you are able to look out for any delayed reactions. If we are at all concerned we will contact you immediately.

## **MEDICINES**

We do not administer medicines in school. If your child is taking an antibiotic or other type of medication and the doctor says your child is well enough to be in school, doses can usually be organised around the school day. Please discuss this with your doctor prior to sending your child back to school. Alternatively, we are happy for you to come into school and administer the medicine to your child. Tablets or medicines must not be placed in school bags or lunch boxes. Children who require inhalers may bring these to school but they must be clearly marked with your child's name. Care plans will be drawn up for children with specific conditions.

# CHILD PROTECTION

Personal safety is taught as part of our Personal, Social and Health Education Curriculum.

All external doors are locked from the outside during school hours. Every visitor to the school is expected to enter the building via the office and will be asked to sign before entering the main building.

Children will not be allowed to leave school alone during school hours. If your child has a medical appointment between 8.55am and 3.15pm please arrange to collect your child from school. Please report to the office on arrival.

Reception and Key Stage 1 children will not be allowed to leave at lunchtime or the end of the school day until someone arrives to collect them. If your child is to go home with someone other than yourself, please let your child's class teacher know.

**Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children.**

Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse.

The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

# NATIONAL CURRICULUM RESULTS

In 2010 at the end of Key Stage One:

		< Level 1	Level 1+	Level 2c+	Level 2b+	Level 2a+	Level 3
<b>Reading</b>	%	0	100	93	84	56	17
	No of Children	0	18	17	15	10	3
<b>Writing</b>	%	0	100	95	67	34	17
	No of Children	0	18	17	12	6	3
<b>Maths</b>	%	0	100	100	100	66	22
	No of Children	0	18	18	18	12	4

In 2010 at the end of Key Stage Two:

		< Level 3	Level 3+	Level 4+	Level 5+
<b>English</b>	%	0	100	85	33
	No of Children	0	27	23	9
<b>Maths</b>	%	0	100	85	52
	No of Children	0	27	23	14
<b>Science</b>	%	0	100	100	56
	No of Children	0	27	27	15

## **PARENTS/CARERS IN SCHOOL**

Stilton School values and enjoys good relationships with parents/carers. Many help out in classrooms on a regular basis and others have supported teaching staff when they have taken the children on educational visits. All volunteers will be asked to undertake a CRB check prior to working in school. Should you wish to offer your assistance in any way please contact the Deputy Headteacher or your child's class teacher.

All parents helping in school should report to the school office, sign in when they arrive and sign out when they leave.

## **FRIENDS OF STILTON SCHOOL**

FoSS has two main purposes: to organise social events that the whole school community can enjoy and to raise funds that can be used to enhance the children's education. The committee consists of parents/carers and staff and we meet half termly for approximately 45 minutes.

The Committee is elected at the Annual General Meeting during the Autumn Term and parents are invited to attend the FoSS meetings which take place at regular intervals throughout the year. Dates are always advertised well in advance, in the school newsletter.

## **NEWSLETTERS**

Newsletters are sent to parents each fortnight throughout the school year and are an important link between home and school. Do remind your child to hand these and other communications to you. Where you have more than one child in school, the youngest will bring home the newsletter/communications in his/her book bag.

A copy of recent newsletters can be found on the school website and parents/carers can request that a copy is sent home electronically.

# SCHOOL MEALS

School meals are available and currently cost £2.00. This will rise to £2.10 per meal in September 2011. Money for school meals is payable in advance for one week on Monday mornings. We do request that dinners are ordered on Mondays as Mrs Harrison and Mrs Newell have to plan the meals for the week. You may if you wish pay monthly, half termly or termly.

From 1st September 2006, schools were required to meet certain food standards:

*Fruit and vegetables (in all forms – fresh, canned, dried or in the form of juice)*

at least one portion of vegetables/salad a day

at least one portion of fruit a day

a fruit based dessert to be available at least twice a week

*Meat, Fish and other non-dairy sources of protein*

a food from this group to be available daily

red meat to be available twice a week

fish to be available once a week

oily fish to be available at least once every three weeks

manufactured meat products may be served occasionally, provided they meet the Meat Products (England) Regulations 2003

*Starchy foods*

a food from this group should be available on a daily basis

use of fat and oil in cooking process restricted to a maximum of three times a week

bread should be available on a daily basis

*Deep fried foods*

meals should not contain more than two deep fried items in a single week

*Milk and dairy foods*

a food from this group should be available daily

*Drinks*

restricted to water, milk, pure fruit juice, yoghurt or milk drinks (with less than 5% sugar)

If you think you may be eligible for free school meals for your child you may apply to the Area Education Office. Contact details are available from the school office.

If you choose to provide a packed lunch please note that

- food should be carried in a suitable container marked with your child's name
- cutlery and plates cannot be provided (please provide a spoon for yoghurts etc)
- drinks should be brought in a plastic, leak-proof container and you should provide your child with either a plastic cup or a straw. Please do not send fizzy drinks or sweets.

# ATTENDANCE

Parents have a responsibility to ensure that their children receive efficient full-time education. Regular attendance is essential if children are to progress well. If your child is absent, please contact the office by 9.30am and provide your child, upon return, with a dated letter explaining the reason for his/her absence. If the school does not receive notification of an absence before 9.30 am on the first day of absence, the absence will be recorded as unauthorised. Medical or dental appointments may be classified as authorised absence if school receives a letter from a parent/carer. If an explanation from a parent/carer is not received then the absence will be classified as unauthorised. According to DfES regulations, it is the Headteacher, not parent/carers, who authorises absence from school.

It is essential that children arrive at school on time. The start of the school day is very important and it can be stressful and distressing for a child who has to walk into the classroom as the register is being taken or after a lesson has started. Should your child/ren arrive after 8.55am they should enter the school building via the office. Older children are able to walk to their classrooms and Mrs Crane or Mrs Williams will escort younger children. DfES regulation state that children who arrive after the register has begun to be taken but before it has closed will be marked as late. Children who arrive after the register has closed (approx 9.10am) will be marked as having an unauthorised absence for that morning session.

## SCHOOL ATTENDANCE FIGURES FOR 2009/10

authorised absence	3.2%
unauthorised absence	0.8%

# HOLIDAYS

In line with many schools across Cambridgeshire, the Governing Body has taken the decision to only authorise holidays during term times in exceptional circumstances. A copy of the letter from the Chair of Governors to parents/carers and the Local Authority leaflet explaining the rationale behind the decision is enclosed.

## **PLAYGROUP**

Stilton Playgroup is located in the school building, next door to the Foundation Class. We enjoy close links with the playgroup which means that there is a smooth transition for the children when they join our school. In the Summer term, the older children use the school hall for PE and join the Reception class for playtime once a week.

The Early Years Leader visits the playgroup in the second half of the Summer term to meet the children in familiar surroundings before they visit the school.

## **THE HAVEN**

The Haven is a privately run before and after school club that is located within the school building. It also provides childcare during school holidays. As the Haven is situated on our site, the children are able to move safely from one to the other.

## **COMPLAINTS PROCEDURE**

We would hope that any complaints expressed by parents can be dealt with on an informal basis by the teachers and Headteacher. In the unlikely event that the matter cannot be resolved informally, the school's formal complaints procedure school be followed.

You should address you complaint initially to the Headteacher. If the complaint has still not been resolved to your satisfaction then you should set out your complaint in writing to the Chair of Governors via the school office. A panel of governors will investigate the matter and report their findings. A full copy of the school's complaints procedure is available upon request from the school office and on the website.

## **AND FINALLY.....**

No prospectus can adequately reflect the day to day life of children at our school so we welcome visits from parents/carers. We believe that by working together, we can ensure that our children are confident, happy, secure and will grow up to be valued members of society.