

Information for Parents 2021/2022

www.staplefordprimaryschool.org

Stapleford Community Primary School Ambitious • Caring • Excellence

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Welcome

Welcome to Stapleford Community Primary School. The children, staff, governors and parents have helped to put this booklet together, and we hope that this document will enable you to gain an insight into our work and ethos.

Stapleford Community Primary School lies at the heart of our village. It is a friendly and lively school where children and families immediately feel welcome and involved. We have high expectations and ambitions for our children as learners, musicians, sports people and future citizens. In 2018 we became an Academy and joined Anglian Learning Multi Academy Trust.

What makes Stapleford special is the enthusiasm of everyone – our children, staff, families and governors – to make the most of every opportunity and to do their best. We feel particularly proud when our choir sings in venues such as the West Road, our sports teams compete at district and county levels, and our pupils enter local village or county competitions.

We have a very well-resourced school, with a large hall for sporting activities, assemblies, and theatre events, as well as a stage for our shows and productions. There is a swimming pool and large grounds including a 'moat'. Our children also benefit from some fantastic links with a primary school in Tanzania, and closer to home our local cluster of schools for sports and academic events.

Our last Ofsted inspection took place in June 2013, when the school was judged to be Good. The Inspection Report said, "Pupils make good progress from their different starting points. Standards are consistently well above those expected at the end of Year 6."

There are opportunities for everyone at Stapleford Community Primary School, and as our name suggests, it is our strong community that makes it such a happy and vibrant school. I believe learning is not a race, and that teaching and learning at Stapleford should develop children's thinking skills and independence and should equip them with the skills and tools that enable them to flourish in future society, whatever that may entail! We look forward to welcoming you.

Mrs Christine Spain, Headteacher

CONTENTS

3	About our school	9	The school curriculum
4	Vision, values and aims	13	Early Years Foundation Stage
5	Community links	14	Useful information for parents
6	Parents in partnership	21	School staff
7	Joining the school	23	Assessment Results
8	The school day	24	Highlights of 2019-2020
		25	Gallery

About our school

Stapleford Community Primary is an Academy School catering for up to 236 children between the ages of 3 and 11 years, including a Nursery.

Stapleford Community Primary School provides every child in our care with high quality teaching and learning, and opportunities for achievement. We see ourselves as an integral part of our local community.

We work closely with a network of local schools, committed to raising aspirations and achievement for young people in our community.

FACILITIES

The school buildings are spacious, light, and on a single level, allowing excellent access to all pupils and adults. Children in Reception enjoy the use of a large, partly covered outside learning environment. We benefit from a large hall, a newly refurbished and restocked school library, and a specially designed children's cooking area.

Each classroom has an interactive board used in lessons, as well as a number of 'i-pads', chrome books and digital cameras, and we are keen to keep in touch with new changes in the computing world, to ensure we are able to use the most relevant equipment available.

“ I like the school library, it has lots of books and comfy places to read.”
Alba

We have extensive grounds with separate hard surface areas for Reception/Year 1 and Years 2 to 6, a large playing field, adventure play equipment, and swimming pool. The school grounds also boast a unique woodland learning area with a moat where each class enjoys quality outdoor learning.

HISTORY

Stapleford Board School (the red brick building on Bar Lane) was one of the first Board Schools built by the Local Authority and opened in 1877. The *Log Book of the School* shows that by 1914, the school had about 100 pupils on roll. The 1950s saw a considerable growth in the size of the village and two additional classrooms were added. In the 1960s, in line with the community focus of the school, parents and staff worked together to build the swimming pool. The main body of the school and the school hall were opened around the same time.

The school has always played a lively part in local activities and as a result, the school and community joined forces to build the Community Room – to be used by both school and village groups. In 1975, the Local Authority built the KS2 teaching block, and in 1976 the stage was added to the Hall, once again built and financed by the local community.

We have an active Parent Teacher Association and together with the local community fundraising allowed us to renovate the swimming pool as well as refurbishing and restocking a new school library, which was opened by children's author Pippa Goodhart. The PTA continue to provide great support to the school and their fundraising has further enhanced the school with stage lighting, classroom furniture, reading books, new play surfaces, playground markings and a hugely impressive 'traverse' climbing wall with a beautiful mural on.

Our vision, values and aims

Stapleford Community Primary School provides every child in our care with high quality teaching and learning, and opportunities for achievement.

Ambitious • Caring • Excellence

OUR VISION

At Stapleford Community Primary School, we are passionate about education. We are **ambitious** for our pupils and want the best for every child. Our staff work hard to ensure the school is a vibrant and innovative place, where pupils demonstrate a thirst for learning, where curiosity is nurtured and **excellence** is expected in a **caring**, supportive and stimulating environment.

OUR VALUES

Stapleford Community Primary School:

- We are a safe, happy and welcoming school
- We respect each other and the world around us
- We **challenge** and support each other to do our very best
- We find exciting ways to **discover** our local community and the wider world

“ I like that children want to raise money for charities or the school.”

Samantha

OUR AIMS

At Stapleford Community Primary School, the Governing Body and staff share the following aims for every child's development, the curriculum and the school environment.

Children

We aim to help every child develop socially, morally, spiritually and culturally with:

- Positive attitudes and self-

“ We have fish in school which are our pets, which is really great as some children don't have pets at home.”

Olivia

discipline.

- Self-confidence and self-reliance.
- Respect for others.

CURRICULUM

We aim to teach a curriculum that helps every child to:

- Develop a wide range of knowledge, skills and understanding.
- Explore, question and discuss.
- Develop creatively, aesthetically, physically and emotionally.
- Begin to understand the world and prepare for adult life.
- Develop, draw on and learn from their experiences.

School environment

We aim to create a school environment that:

- Is healthy and safe, and has the confidence of parents/carers and children.
- Supports effective teaching and learning.
- Is based on partnership between children, staff, parents and the local community.

Community links

The school places great importance on its strong links with the local community, and has a commitment to serve the community.

COMMUNITY GROUPS

Community groups use the school facilities during the day, at evenings and weekends, for a wide range of activities that benefit children, young people and adults, and include:

- A variety of music lessons
- Children's Gymnastics Club
- Stapleford and Shelford Strikers (Football)
- 1st Stapleford Brownies
- Parent Teacher Association
- Life and Soul Band
- Children's Ballet
- Holiday Clubs (various)

CONNECTIONS WITH PRE-SCHOOLS

Stapleford welcomes children from all local pre-schools. Our Reception teacher and staff visit as many of these as possible, prior to the children starting school. Where they cannot visit, they contact the setting by email or phone. Pre-school children are invited to make 3 or 4 visits in the summer term prior to starting which is very important in helping new children to settle in September.

OUR NURSERY

We were delighted to open our own Nursery Class in 2020, where we aim to give our



children the very best start to their early years education.

SECONDARY SCHOOLS

We have good relationships with all local secondary schools and a particularly strong link with Sawston Village College with whom we are in a Multi Academy Trust, Anglian Learning. Year 5 children visit Sawston Village College for a taster day.

Year 6 children and parents are invited to visit the College and meet staff on several occasions near the end of their time at Stapleford. Staff from Stapleford and Sawston Village College consult carefully about children who will transfer there, and collaborate to ensure a smooth transition.

CAMBRIDGE FACULTY OF EDUCATION

Students studying for the Primary Postgraduate Certificate of Education gain school-based experience at Stapleford, which is carefully planned and monitored. The school benefits from close links with the University and involvement with the initial training of teachers.

NACHINGWEA LINK

The school set up a link with a school in Nachingwea, Tanzania, a village that is twinned with Stapleford. Children from both schools exchange emails and photos to find out about each other's lives. Staff from the schools made exchange visits in the summer and autumn of 2014, and we hope this will be repeated in the future.

Parents in partnership

There are many opportunities for parents and carers to become involved in the life of the school and to gain a greater understanding of its work.

PARENTS HELPING IN SCHOOL

As well as supporting their own children, we encourage parents to join us for assemblies, clubs or lessons to add value to particular topics. Many parents volunteer their time to help teachers in the classroom or in other ways. This help is very welcome and much appreciated. Please get in touch with your child's class teacher if you would like to help.

COMMUNICATION AND VISITS

At the beginning of each academic year, parents and carers are invited to an informal meeting to hear about some of the work and class organisation for that year.

“The recording studio at Burwell was excellent, and we made a news film.”

Eddie

Evenings when parents can discuss the work progress of their children with class teachers are held in the autumn and spring terms. We also provide opportunities over the year when parents are invited to find out about what/how the children are learning during the school day, such as playing maths games. A mid-year report is issued during the Spring Term, as well as a report at the end of each school year for all children.

A Parent Partnership Meeting gives parents the opportunity to talk with the Headteacher and Governors to hear more about the school's work as well as to suggest areas of strength and development. Recent topics have included reading, maths, communication, curriculum events and marketing the school.

NEWS AND UPDATES

Updates on school news and activities are communicated through letters, newsletters, Twitter, notice boards and the school website staplefordprimaryschool.org. Parents can choose to receive emails or paper copies. Copies of all letters and forms distributed to children are kept in the school's reception area. Where possible we offer an electronic 'forms' system via 'Google' as an option instead of using paper responses.

STAPLEFORD PARENT TEACHER ASSOCIATION

The school has a thriving Parent Teacher Association (PTA). All parents and teachers automatically become members.

Many social, educational and fundraising events are organised by the PTA Committee throughout the year – the most recent are listed on our 'Highlights' page at the back of this prospectus. PTA fundraising gives the school invaluable support and has provided a great deal of equipment.

The PTA holds an AGM at the beginning of each school year, when a new committee is elected. A list of current committee members is displayed in school, and they are always very pleased to welcome new members at any point during the year.

PARENT GOVERNORS

The Local Governing Body works closely with the Headteacher in the strategic leadership of the school. It meets at least twice each term. The minutes of meetings are available to all parents at the school office. The governors are always happy to talk with parents about the school. If you are interested in becoming a governor, please contact the Chair, who will be happy to give you further information.

Joining the school

The majority of our children live in Stapleford and Great Shelford, but we also welcome children living in other villages. We are always pleased to welcome parents and children to tour the school – please contact the school office.

ADMISSIONS POLICY

Parents should contact the Local Authority for the formal procedures for Admission. Contact the Admissions Team on 0345 045 1370 or email admissions@cambridgeshire.gov.uk. The Local Authority's admission regulations prevent the school from formally offering Reception places for September 2020 until April 2020.

APPEALS

Every effort is made to make a place available for your child in our school. However, admission to our Reception and KS1 classes is limited to a maximum of 30 places each year. This figure is set by the Local Authority and agreed with the Governing Body. If a place is not available on application, you have the right to appeal. Information about the appeals process can be found at cambridgeshire.gov.uk/admissions.

STARTING SCHOOL

Starting school is a very important time for you, your child and the school. We work with parents to make the transition smooth and positive. Children are normally admitted to Stapleford at the beginning of the school year in which they are five.

Many children transfer from local playgroups and nursery schools into our Reception Year. Some children join the school having had no time at playgroup or nursery. We welcome all children regardless of their pre-school experience.

In the summer term, parents and carers of children who will join Reception in the following September have the opportunity to meet school staff, governors and PTA

members, find out how the school is organised and ask questions.

The children themselves have the chance to spend some time in school during the summer term, getting to know the classrooms and staff. Children are invited to story time sessions along with their parent/carer, and also to a 'stay and play' afternoon.

During the first week of September, Reception Staff arrange to meet each child along with their parent(s) or carer(s) at home, before they start school.

For the first week of the autumn term, children attend school for mornings only. Admission is staggered, so a small group of children joins the class each day. From the second full week of term, children stay for lunch and may stay for the full school day shortly afterwards if this is agreed to be in the best interests of the child by the class teacher and parents.

All children then attend full time unless it is agreed by the class teacher and parents that this is not in the best interests of the child. Children are legally required to attend school full time from the beginning of the term after they are five.

The Headteacher and staff welcome the opportunity to discuss the admission of children to Reception and are pleased to meet parents at any convenient time.

JOINING THE SCHOOL LATER ON

All requests to join the school must be made formally via the Local Authority Admissions department (0345 045 1370 or admissions@cambridgeshire.gov.uk).

The school day

The school day starts at 8.55 am for children in Years 2 to 6, and at 9.00 am for children in Year 1 and Reception.

ARRIVING AT SCHOOL

Children should arrive at school from 8.45 am (KS2) / 8.50 am (KS1). Class teachers are available to talk to parents before and after school for 5 minutes for general discussions. For a longer appointment, parents may make an arrangement with the class teacher at a mutually convenient time.

BREAK AND LUNCH

The first session ends with break at 10.30 am. The second session starts at 10.45 am and ends at lunchtime, which is from 12 noon for reception and Year 1 children and 12.15 pm to 1.15 pm for the rest of the school. The afternoon session starts at 1pm for reception and Year 1, and 1.15 pm for Year 2 and above. There is a break during the afternoon of 15 minutes at 2.45 pm for Years 1 and 2.

ASSEMBLY

We have a daily act of collective worship for pupils, of a broadly Christian character. The daily assembly takes place in the school hall, Community Room or classroom and lasts for up to 15 minutes.

GOING HOME

School ends at 3.15 pm for Year1/ Reception, and 3.25 pm for all other children.

HOMEWORK

The amount and nature of homework changes as children move through the school. Children in the Reception year are encouraged to learn key words and read books with their parent(s) or carer(s) at home. Children in Key Stage 1 are asked to practise their reading and writing at home. Children in Year 2 may be given mathematical tasks or games to play at home, to reinforce learning that has taken place in the classroom.

All children in KS2 are encouraged to read regularly at home and to learn spellings and multiplication tables. Children may be required to complete a piece of work that was not completed during school time. Older children will be set a piece of written work or mathematics, which reinforces learning that has taken place in the classroom. All KS2 children receive a homework 'menu' for them to choose their home learning tasks, mainly related to their class topic work.

All children have the opportunity to complete maths computer activities through use of 'Mathletics' and 'Times Tables Rock Stars' on line maths programmes.

AFTER SCHOOL AND BREAKFAST CLUBS

The Stapleford Out of School Club (SOOSC) is run by the school, and is open to children who attend the school. It takes place in the Community Room/ classroom each school day, from 7.45 am to 9.00 am and 3.15 pm to 6 pm. They offer breakfast and a teatime snack. Fresh fruit and water are always available. They use both the indoor and outdoor facilities for activities. A charge is made for the club. If you would like further information, please contact Nathan Graves 07952 930525, email soosc@staplefordprimaryschool.org or visit the SOOSC website at www.stapleford-oosc.org.

“ In DT we learn creative things like sewing and making things. ”

Harry

The school curriculum

At Stapleford Community Primary School, we want children to enjoy learning and to develop the skills, values and attitudes that will help them to make a positive impact on the world in the future.

We believe that children learn best when they are enthusiastic and fully involved in activities. A broad and balanced curriculum ensures that all our children get their fair share of the rich cultural inheritance our world affords. We develop children's independence as learners and ensure that, as far as possible, their learning is relevant to their lives and experiences.

Stapleford follows the National Curriculum for all subjects and the Cambridgeshire syllabus for Religious Education. In addition, teachers provide a wide range of opportunities for outdoor learning and learning about the wider world and the environment.

TEACHING AND LEARNING TIME

The hours spent on teaching and learning during a normal school week are: Key Stage 1: 22.5 hours; Key Stage 2: 23.5 hours.

ADDITIONAL CURRICULUM

Our children love learning and want to find out about new subjects. We use the local area and local experts to keep learning fresh.

Some of the enrichment activities we have put on at school recently include:

- World Book Day celebration
- Roald Dahl activities
- Science day
- 'History of the Page' Days
- Visits out such as to Mountfitchet Castle
- Maths day and Maths Trail
- Google 'Virtual Expeditions' day
- Outdoor Learning on our 'moat'
- Opportunities to work with other schools

Every class has the opportunity to cook each half term.

EDUCATIONAL VISITS

Class visits are arranged to places of educational interest. Trips during recent school years are listed on the Highlights page at the back of this prospectus. Class teachers also organise short excursions to local places of interest. Year 5 and 6 children have the chance to spend nights away from home on a residential educational visit.

You will be told about every visit in advance, as well as the voluntary contributions you can make to help cover the cost. Please refer to the school policy on Charging for Additional Activities.

EXTRA-CURRICULAR ACTIVITIES

Children at Stapleford have the opportunity to participate in a wide range of extra-curricular activities. Clubs based within the school facilities are run by parents, teaching staff, and outside providers. They give children a wider experience of curriculum subjects, or the chance to develop a completely new interest. A termly leaflet is published, giving details of clubs available each term. Activities currently offered include:

Singing • Basketball • Bikeability • Brownies • Choir • Coding • Football • Cheerleading • Gym club • French Club • Music lessons (guitar, strings, piano, woodwind, brass, drums) • Netball • Tag Rugby • Art club • Drama

“ I love RE because I like learning the stories and we can act out plays. ”
Otis

Subject statements

The importance of each subject is acknowledged in planning the balance and breadth of the whole curriculum. Children's skills, knowledge and understanding are developed by placing appropriate emphasis on the teaching of each of the National Curriculum subjects.

English and Mathematics are taught daily. Children read every day and younger children also develop their phonic knowledge through daily practise. Other subjects are taught through a creative curriculum, which puts emphasis on real experiences and making links between subjects. We value the input that our wider community gives to learning.

ENGLISH

At Stapleford we hope to engender a love of the English language and reading from an early age and aim to equip children with the skills that they will need for the rest of their lives.

We believe that the teaching of speaking and listening, and in particular enriching children's vocabulary, is vital in enabling children to become confident readers and writers. It is also crucial in contributing to a child's personal and social development and we create many and varied opportunities for children to practice this across the curriculum.

In reading we develop skills that enable children to enjoy and confidently discuss fiction and non-fiction materials. We aim to develop confident, enthusiastic readers who will continue to read for pleasure throughout their lives. We are fortunate to have recently renovated a well-stocked school library and this is a wonderful resource for the children to celebrate and explore reading.

Children are taught to understand the value of writing as a means of communicating and as a way to develop ideas and impart information. The children are given opportunities to write for real purposes and for real audiences, allowing them to write in a variety of styles. The essential skills of punctuation,

handwriting, grammar and spelling are taught across the curriculum.

MATHEMATICS

The maths curriculum at Stapleford follows a 'Mastery approach' and is based upon 'hands on' learning and application of skills to real-life contexts. The children learn to be well-rounded mathematicians through developing understanding of patterns in number, reasoning about shape and applying their learning to real-life problems. They learn to carry out calculations in all four operations, moving from using real objects to support their work to standard written methods.

Fluency in multiplication tables and addition and subtraction facts are an essential part of their work.

“Visiting Duxford Air Museum was exciting, the hanger was enormous and we got to go on Concorde!”
Ella

SCIENCE

The science curriculum makes science accessible to all children. At KS1, the focus is enabling pupils to experience and observe phenomena, looking more closely at the world around them. They are encouraged to be curious, to ask questions and begin to learn about different types of scientific enquiry.

The science curriculum at Stapleford has been designed in conjunction with the topics that we will be teaching across the school to support children in their knowledge and understanding of key scientific concepts that they will encounter in real life.

COMPUTING

We are committed to delivering a fun and dynamic computing curriculum, using both 'plugged' and 'unplugged' activities.

Computational thinking is taught from an early age; our youngest children learn that making a cup of tea is an algorithm and that if they input the wrong instructions the outcome can be very interesting. They learn to 'debug' their instructions to achieve the desired outcome. This links with Literacy learning on writing instructions and is an excellent example of an 'unplugged' activity.



Plugged activities, to advance programming / coding skills, range from the programming of Beebots to using Scratch and other programming software to make games and to program mimics and models.

Digital literacy is taught across the curriculum using data handling and graphing packages, word processing and presentation packages, including the manipulation of photographs, creation of 'photostories', and production of stop animation films. We have data logging equipment for use in Maths and Science.

E-Safety is a priority and children are regularly taught about keeping safe online. Social networking has become a part of everyday life and we feel it is important that children learn how to use our monitored network safely. These skills will be invaluable in later life.

Those children that have a particular interest in coding are able to attend our Code Club on Wednesdays (Y1/2/3 and Y3/4/6) after school. For an hour each week they become more familiar with coding in Scratch. The aim is for

these children to become 'ambassadors', and pass on their knowledge and passion to others in lessons.

RELIGIOUS EDUCATION

Religious Education lessons at Stapleford follow Cambridgeshire County Council's agreed syllabus. There is a time each day when the whole school or the younger or older parts of it come together for an act of worship for each child to join in and think about. Parents may withdraw their children from religious education or worship in the school; if they wish to do so, they are asked to put their request in writing to the Headteacher at the beginning of each school year.

PHYSICAL EDUCATION AND SCHOOL SPORT

All Stapleford children will develop skills and competence to excel in a broad range of physical activities. We provide for at least two hours of PE per week. Children are also offered the chance to participate in competitive sports activities and are encouraged to improve on their own performance, and lead healthy and active lives. Swimming lessons are held during summer term in our own heated pool.

The Stapleford Annual Diary of sporting competitions and events provides opportunities for children of all abilities to develop their skills and understanding. This includes tournaments, swimming galas, inter-school sport days and the Cambridgeshire schools Cross Country Championships. Children have the opportunity to participate in Bikeability (KS2) and Balanceability (YR). The school received the Gold 'Schools Games Award' again in 2019 in recognition of the fantastic range and quality of school sports across the school.

“ It is fun learning to swim in our pool.
Dominic ”

RELATIONSHIPS AND SEX EDUCATION

During their time at school, children have the opportunity to follow a programme of Sex and Drugs Education. This programme supports policies that have been prepared by members of the teaching staff, parents, governors and health professionals.

Much of the work is incorporated into a variety of cross-curricular topics. It is a planned and continuous programme, which is appropriate to children's needs and stages of development. Sex and Drugs Education may also be learnt more informally through spontaneous discussion during which children are encouraged to be aware of moral considerations and the value of family relationships. Parents do have the right to withdraw their children from all or part of Sex Education other than that which is provided by the National Curriculum.

Pupil Voice

Each year pupils may put themselves forward to join the school council. Each class elects two candidates. The council meet to discuss how they feel they would like to improve the school further in terms of a) their learning, b) the school environment and c) how they might help support other needy children.



Eco Council

The children are very interested in environmental issues and requested the school has an Eco Council. It has begun looking at ways the school can be more environmentally friendly.

Early Years Foundation Stage

By providing a happy, secure and stimulating environment in partnership with parents and carers, we aim to enable your child to become a confident and independent learner and give them the best possible start to their school life.

Starting school is an exciting, but also daunting time. We are here to support you and your child every step of the way. We believe communication plays a vital role in this, and work hard to foster the partnership between home and school. As well as being available at the start and end of every day, you are also able to let us know how your child is getting on via their home-school book, and celebrate special achievements via our 'Wow!' cards.

THE EARLY YEARS FOUNDATION STAGE

This is the curriculum that is followed for children below five years old. It is divided into seven areas of learning and development.

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Maths
- Understanding the world
- Expressive arts and design

We use these areas of learning and development when we are observing, assessing and planning for your child's individual needs. This ensures that we are constantly challenging your child and helping them to develop and succeed.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking. Learning takes place both indoors, and outside in our covered learning area, gardens, woodland moat, and on trips to local places of interest.

The children's interests usually guide our topics in Reception, although we do plan to cover certain specific themes across the year, such as seasons, festivals and celebrations.

TRACKING PROGRESS

We constantly keep track of the progress of your child in order to know how best to support, challenge and engage them during their first year of school. Your children's work and observations of their successes are kept in their individual file, known as a 'Learning Journey' in addition to an electronic version called 'Tapestry' which parents can access and add to at home, thus includes achievements both at home and at school.

“ I absolutely love it here and I never want to leave!
Catrin ”

You are invited to visit your child's class during some curriculum events, and Mrs Grey will keep you abreast of those. Parents' evenings are also held in autumn and spring, and you will receive both a short mid-year report in the spring, and a full end of year report in the summer.

Teachers complete an assessment of the children known as the EYFS Profile. This assessment is based on what they have observed throughout the year. Please see page 7 for more information on applying for a place in Reception, starting school, and our settling-in process.

“In the Reception class, children's progress in learning basic skills is supported through well-chosen resources. Effective use is made of the outdoor areas to provide opportunities.”
Ofsted, June 2013

Useful information and policies

Policies are developed by the governing body, the Trust and supported by staff and parents. Our key policies are summarised below. Further information and full versions of each policy can be accessed on our school website and in the school office.

SCHOOL UNIFORM

Children are expected to come to school wearing clothes and footwear that show high standards and pride in the school.

The school's colours are navy blue and white, with grey trousers, skirts or pinafores. School uniform can be ordered online at:

pbuniform-online.co.uk/staplefordprimary

The following are recommended:

Navy school sweatshirt or cardigan, charcoal grey trousers, skirt or pinafore dress. Charcoal grey shorts or navy striped/gingham summer dress for warm weather.

Plain white shirt, blouse, polo shirt or polo necked jumper.

Plain socks or tights in navy, white or grey.

Black shoes should be worn.

The wearing of jewellery is not permitted at school, except for watches and plain ear studs in pierced ears. Children should not wear make-up or accessories.

All clothing should be clearly and permanently marked with your child's name.

Parents are welcome to request items of **second hand school uniform** for free from our small second hand and lost property stock.

PE AND SPORTS KIT

In PE lessons, children should wear a plain red cotton T-shirt and navy cotton shorts. These are available to be ordered through school.

Plimsolls are necessary when children are not working in bare feet in the school hall. During winter, children are allowed to wear trainers

and tracksuit bottoms in addition to their PE kit for outdoor sports.

All PE kit should be clearly and permanently marked with your child's name and stored on their peg. The Local Authority advises that for reasons of safety, ear studs and watches must **not** be worn during PE lessons or school sports.

LOST PROPERTY

Lost property is kept in boxes in the Middle School and near Elm Class, and can be checked by parents at any time. A display is arranged at regular intervals to provide an opportunity for lost items to be claimed. We then dispose of unmarked property.

SCHOOL HOUSES

All children are allocated a house when they join the school. Our houses are named after well-known people who attended Cambridge University: Lewis (Red), Blake (Blue), Franklin (Green) and Margolyes (Yellow). Each house has a Year 6 Captain, a Year 2 Vice-Captain and a teacher house leader. We run several competitions and house activities during the year. This gives the children opportunities to work with both older and younger children, as well as the chance to develop skills in leadership and collaboration. Children earn house points for good work and behaviour. Certificates are presented to celebrate house point milestones.



PASTORAL CARE

The safety, health and wellbeing of the children is a priority for all the staff in the school. All members of staff have a duty of care towards all the children. Your child's class teacher has the first responsibility for the wellbeing of the children in their class, assisted and supported by teaching assistants and the Special Educational Needs & Disabilities Coordinator (SENDCo). The Headteacher has overall responsibility for the care of the children.

If any member of staff has a concern about a child, they will report it to the child's class teacher who will inform you if appropriate. If you are concerned about your child in school, you should speak to your child's class teacher in the first instance. If you are not satisfied with the response, you can contact the Headteacher in person, by telephone, letter or email to arrange an appointment.

*“The relationships between adults and pupils are consistently strong and supportive and this encourages pupils’ participation in learning.”
Ofsted, June 2013*

Children are taught as part of the curriculum to understand and develop control over their feelings and respect those of others. They are encouraged to tell an adult member of the school if they are upset or concerned about something, and the adult will listen and respond to them. We will tell you of any significant concerns that your child has reported to us.

Children are encouraged to care for each other. In particular, the older children in the school are taught how to play games at lunchtimes with the youngest children. Year 6 children read with Reception and Year 1 children, and help to accompany them back from lunch. Throughout their time in the school, all children are praised for supporting others in their learning and development.

SCHOOL MEALS

Stapleford is a ‘Healthy School’ and we promote healthy eating through our curriculum and our policies. Please see our Food in School policy for further information.

All children in Reception and Key Stage One are entitled to a ‘Universal Free School Meal’ every day. For other children it costs £2.30.

Meals are cooked in the school kitchen by the company Caterlink. We are able to offer a choice of meals to cater for all diets. Favourite’s days and special themed meals feature throughout the year. Parents and children are invited to view the weekly menu which is on display on the notice board on each playground.

Storage is provided for children bringing a packed lunch.

FREE SCHOOL MEALS (FSM)

Although every Reception and KS1 child will be able to receive a ‘Universal Free School Meal’, the County Council asks all families with children in Reception, KS1 or KS2 who would have previously been eligible for ‘Free School Meals’ (FSM) to make an application. Even if your child would like to bring a packed lunch, your school will get valuable additional funding to support your child’s education, called the Pupil Premium. If you think your child may be eligible for ‘Free School Meals’, please contact the School Office who can give you more details and an application form.

PACKED LUNCHES

Healthy packed lunches are encouraged, and no fizzy drinks, or sweets should be included in the packed lunch. We are a nut free school.

WATER AND SNACKS

Children in Reception and Key Stage 1 are provided with a fruit snack every day. Each child keeps a named water bottle in the classroom, which they are encouraged to use and to take home to be washed regularly. There are also water fountains available for the children to use.

Children in Key Stage 2 may bring in a snack to eat at break times, but it must be a healthy snack such as fruit or raisins. Sweets and chocolates are not permitted.

TRAVEL TO SCHOOL

The school has a travel plan, a full copy of which is available on request. We aim to:

- Encourage walking and cycling as an alternative to travel by car.
- Raise children's awareness of the health benefits of cycling and walking.
- Reduce parking congestion in Bar Lane.

A **cycle shelter** is available at school for bicycles and scooters to be left during the school day. We ask that when dropping off or collecting from school parents are respectful towards the local community by not double parking or parking carelessly.

SAFETY IN SCHOOL

For the safety of all our school community, we ask families to observe the following:

Pedestrians to use the pathways to enter and exit the school and not the driveway as visitors and staff may be using this, particularly at the beginning and end of the day.

Children to arrive **no earlier** than 8.45 am for KS2 and 8.50 am for KS1 as there is no supervision for them before these times.

Parents to ensure that children do not use the play equipment on the school site outside school hours for safety reasons.

All the school gates are closed and locked after drop off. The gates are unlocked just before the end of the school day for parents to arrive for pick up. Children in Year 5 and 6 may walk home alone at the end of the school day if we have written permission from parents.

MOBILE PHONE USE IN SCHOOL

All areas of the school that are used by children are strictly mobile phone free zones. Children are not permitted to bring mobile phones into school. Staff, governors, parents and other visitors such as contractors are asked to refrain

from using mobile phones during the school day except in designated areas such as the school office and the staffroom, with permission of the Head or Deputy Headteacher.

At school events such as assemblies or sports day we recognise that parents may wish to use mobile phones to take photographs. For all other events parents who would like to take photographs at school events must read, sign and adhere to the 'Acceptable use' agreement, which is shared when children join the school and annually.

We hope that all members of the school community will embrace the responsibility for ensuring that Stapleford Community Primary School is a safe and secure place and do what they can to promote this.



SCHOOL SECURITY

The school takes security very seriously. Access gates are closed and bolted after the parents have left the playground. A closed-circuit television system for the exterior of the school is in place. All visitors must report to the school office on arrival and sign for a visitors' badge where they will be issued a safeguarding leaflet summarising school procedures. If children are collected from or delivered to school outside normal school hours, they must be signed in or signed out by the adult collecting or delivering them, using the record book outside the school office.

PARENTS HELPING IN SCHOOL

Parent help in school is welcomed and much appreciated. All parents who help in school regularly are legally required to have a DBS check. We also require 2 references. We hope you will understand that the reason for this is to help keep our children safe, and be patient while the check goes through.

HEALTH

The school has links with a Community Nurse. We also receive advice and support from other representatives within the Health Service. The school has a *Medicines in School* policy, which is available to parents. We ask all of our community to support our no nuts code to help protect children who have allergies to nuts. From time to time, children join the school with other allergies. We work with parents to keep their children safe and will make reasonable changes to policy and practice where necessary.

Stapleford school is a non-smoking site and requires all parents and visitors to refrain from smoking on the school site.

CHARGES

Virtually all charges (for school dinners, trips etc) can be paid electronically by ParentPay. For information on this, please contact the school office. Children will not need to bring money to school except during fund-raising activities. If you are eligible for Free School Meals, you will also have access to financial support for school trips, club fees and music

lessons. Please contact the Headteacher for more information. If the cost of any school activities would cause financial hardship, please talk to the Headteacher in confidence.

SWIMMING LESSONS

Our school swimming pool was refurbished in spring 2014. It is open outside school hours to children of the school and their families via the swimming club. The pool is also available for hire to organised community groups. Please see Cornelia Ede in the school office for more information.

BEHAVIOUR

Good behaviour is essential for successful teaching and learning. It is important that the school's staff, governors, children and parents / carers work together to ensure that good behaviour and discipline are maintained.

"Pupils behave well and have very positive attitudes to learning."

Ofsted, June 2013

At Stapleford, children are encouraged to be kind, courteous, sensible and considerate. The school's Golden Rules are displayed in every classroom and around the school, and children are encouraged to follow them at all times.

Our Behaviour Policy have been developed by staff, governors, parents and children and we follow the STEPs approach. Children normally behave well in school but those who do not are clearly and firmly reminded of what is expected of them.

Any sanction will always be relevant and fair. Parents are always told when they can help. A leaflet explaining our Positive Behaviour Policy is available on the school website, and from the school office.

Stapleford school has a positive and caring ethos in which all members of the community should feel safe and where concerns are dealt with seriously at the earliest possible opportunity. We have an Anti-bullying Policy and leaflet for parents which is supported by governors, staff, children and parents.

“Progress is particularly strong in reading, partly due to effective and much improved teaching of early reading skills, and in mathematics. In addition, high quality work was observed in science, art and design, geography and history.”
Ofsted, June 2013

ABSENCES

At Stapleford Community Primary School we expect attendance at school to be 100%, unless there are exceptional or unavoidable reasons for absence, which are then authorised. Authorised absence is defined as an occasion when a child is prevented from attending the school by sickness or any unavoidable cause. The school must be informed of all such absences.

Any other absence is classified as an unauthorised absence. A copy of the school's policy on attendance and registers is available from the school office. Absence for holidays during term time is strongly discouraged and will not be authorised.

If a child is ill and cannot come to school, please contact the school office by 9.10 am on each day of the absence. If it is known that a child is going to be absent from school due to an unavoidable cause, parents/carers must let the school office staff know in advance.

If the school is not contacted by the parents/carers of a child office staff will ring for clarification.

The school is required by the Department for Education to publish details of absence rates for children of compulsory school age in the preceding school year.

Our attendance rate is currently 96.3%, which is above the national average.

Half days (sessions) missed through authorised absence: 3.3%

Half days (sessions) missed through unauthorised absence: 1.2%

(DfE Attendance Information from 2017/18)

The Headteacher is unable to authorise absences for holidays. Leave may be requested and if there are 'exceptional circumstances' will be granted as long as the child's attendance record is already very good. Repeated leave of absence will not be granted in the same academic year.

Penalty Notices

Frequent and or persistent absences from school can have a serious impact on academic success. The school will take advice from Cambridgeshire LA, and move to issue **Penalty Notice Fines** where absences are neither exceptional nor unavoidable. Details can be found in the School Attendance Policy.

“ I go to choir every Tuesday with Mrs Barlow. I really like the silly songs she teaches us to warm up our voices. I had stage fright, but not anymore. ”
Samantha

SUPPORT FOR PARENTS

Cambridgeshire look to support parents who need some help, through an 'Early Help Assessment'. It is entirely voluntary, but a very effective system based upon the 'Think Family Approach'. Parents are encouraged to discuss their concerns with the school SENDCo or Headteacher.

SAFE USE OF THE INTERNET- e-safety

We make every effort to minimise the safety risks to children using the Internet at school. The most serious risk to children involves the possibility of someone being hurt, exploited or abused as a result of personal information being posted online.

In school, children are supervised whilst using the Internet and encouraged to report anything unusual or unpleasant that they see. A firewall is in place, which prevents access to unsuitable websites.

We do not allow children to post personal information on the web such as their names, addresses, likes and dislikes. Similarly, photos are not allowed. Such information can be used to trace, contact and meet with children with the intention of causing harm. Our personal safety curriculum teaches children about the safe use of the Internet to protect them from potential harm of this kind.

We strongly urge all parents to adopt a monitoring role at home about children's Internet use. Contact with individuals via 'chatrooms' could open children to exploitation by adults who may seek to harm them. Please be aware of your child's use of the Internet and encourage them to tell you if they come into contact with anyone who makes them feel uncomfortable. We hope that we can work with you together to protect your child.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We are committed to meeting the educational needs of all our children. All teachers plan, set

and mark work that is appropriate and relevant to the individual needs of children.

“Disabled pupils and those who have special educational needs, and those eligible for the pupil premium, make good progress due to the quality of help and guidance they receive.”

Ofsted, June 2013

We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage and we know we have succeeded when disabled pupils participate fully in school life. All parts of the school have wheelchair access and there is a lavatory for the disabled in the main school and the Community Room.

Children with special educational needs are encouraged to become increasingly independent and take responsibility within the school. A copy of the school's Special Educational Needs Policy is available on the website.

The school SENDCo is Ashley Wagstaff, and the link Governor for SEND is Kate Jessop.



We also recognise the needs of our more able, gifted and talented children, and appropriate work and teaching is provided to meet these needs within the classroom. Other clubs, challenges and extra-curricular activities are also offered for children.

If you have a concern about the special educational provision for your child, or about special educational provision generally, please speak to the Headteacher, or to any member of the Governing Body.

In order for an effective home/school partnership to take place, we hope that parents will appreciate the importance of:

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

CHARGING FOR ADDITIONAL ACTIVITIES

The school relies on parents' voluntary contributions to subsidise or pay for educational visits, occasional visits by theatre groups, residential visits and the cost of materials for some enrichment activities e.g. cooking and pottery. Although sufficient voluntary contributions are necessary to ensure that some activities take place, children are not prevented from taking part if a voluntary contribution has not been made. If parents are unable to make a full contribution, financial assistance may be available. Please contact the Headteacher in confidence.

“The school has developed a good creative curriculum that makes appropriate links between subjects to make learning more meaningful. Resources and the environment are well used, as was observed in the

Reception class when they visited the school’s wild area, ‘The Moat’, to create some very effective artwork using natural materials.”

Ofsted, June 2013

COMPLAINTS

We believe that most concerns can be resolved by talking to a class teacher or the Headteacher. In exceptional circumstances parents may wish to make a formal complaint. The Governing Body and Anglian Learning have put in place a procedure for considering formal complaints. A copy is available to parents on the school website.

CHILD PROTECTION PROCEDURES

We have a code of confidentiality that protects families who talk to us about their concerns. For this reason, staff members will not give out information about other children or families when discussing a school matter. We will always seek your permission if we feel it is necessary to consult with another agency about your child. The only exceptions to this are matters involving child protection.

It may be helpful to parents to know that the Local Authority requires Headteachers to log and report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry.

This does mean that Headteachers risk upsetting some parents by reporting a case, which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what were believed to be the child's best interests.

The designated safeguarding officers are Christine Spain and Jayne Hore.

RACIST INCIDENTS

Under the Race Relations (Amendment) Act 2000 and Home Office Code of Practice on reporting and recording racist incidents (2000) schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis using the 'PRIDE' web-based portal. We regularly review our policy on Equality, and a copy can be viewed and downloaded from the school website, and is also available in the school office.

USING PHYSICAL INTERVENTION

Stapleford Community Primary School is committed to ensuring that all our staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DFE and Cambridgeshire County Council's guidance. Several staff have been trained in Cambridgeshire's 'Team Teach' approach to de-escalation. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.



School staff

Everyone who works at Stapleford Community Primary School is committed to the care and education of the children, and plays a positive and constructive part in creating a safe and caring environment for learning.

SCHOOL LEADERSHIP

Headteacher	Christine Spain
Deputy Headteacher	Jayne Hore
SENDCo	Lloyd Douglas

TEACHING STAFF

Nursery	Lauren Davies	Year 2	Laura Stinton
Reception	Jayne Hore	Year 3	Emma Mason
Year 1	Katie Dickerson	Year 4	Lizzie Harvey/Maggie Webb
		Year 5	Ellis Cooper
		Year 6	Katie Street

TEACHING ASSISTANTS

Charlotte Beeton TA/HLTA	Sarah Smithies TA/HLTA
Lavinia Pugh TA/HLTA	Andrew Sparrow TA
Julie French TA/HLTA	Rachel Rogers TA/HLTA
Lucy Smith TA	Elaine Williams TA
Nathan Graves TA	Tommy Brown TA
Mandi Cameron TA/HLTA	

NURSERY ASSISTANTS

Caroline Sullivan	Christine Baines
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SCHOOL OFFICE

Office Manager	Jane Groser	Office/Finance Officer	Ann Morrison
Clerical Assistant	Cornelia Ede		

MIDDAY SUPERVISORS

Patricia Bond	Elaine Williams
Lucy Smith	Tommy Brown
Mandi Cameron	Karen Lloret-Jones
Charlotte Beeton	Kate Turner
Rachel Rogers	
Andy Sparrow	
Julie French	

SCHOOL SUPPORT

Site Manager Chris Brown

CATERING STAFF PROVIDED BY 'CATERLINK'

School Cook Sandra May
Catering Assistants Rebecca Gage, Jess Harwood

SOOSC AFTERSCHOOL MANAGER and STAFF

Nathan Graves
Sue Pitman
Lucy Smith
Tommy Brown
Christine Baines
Archie Lui
Gracw Quinnell



Governors

The Governing Body works closely with the Headteacher in the strategic leadership of the school. It meets at least once each half term with additional committee meetings to discuss matters such as the school's curriculum and financial management. The minutes of meetings are available at the school office and governors are always happy to talk with parents about the school.

Co Chair of Governors	Ed Gunn (Trust Governor), Martin Brown (Parent Governor)
Vice Chair	Kate Jessop (Trust Governor)
Headteacher	Christine Spain
Parent Governors	Martin Brown Sanjay Mistry
Trust Governors	Jo Robinson Ed Gunn Gemma Clarke Surahbi Khanna Mike Byrne
Staff Governors	Jayne Hore Lauren Davies
Clerk to Governors	Leonie Hyde

“The governing body and headteacher have worked hard and successfully to create an effective senior leadership structure over the past year. This has had a very positive impact on provision and pupils’ achievement throughout the school.”

Ofsted, June 2013

Anglian Learning

On March 1st 2018 Stapleford Community Primary School converted to become an Academy School and joined Anglian Learning Multi Academy Trust. We are very excited to be working with such like-minded schools who share the firm belief that successful learning communities are underpinned by ambitious vision, trust and strong inspirational leadership at all levels of the organisation. Through membership of Anglian Learning, these values are reinforced by working with like-minded schools, leaders and teachers, to make a difference to the lives of our young people. We believe that we have a shared responsibility, through support and challenge, to ensure that all our academies can offer an outstanding education to all students

CEO Jonathan Culpin
Director for Primary Education Prue Rayner

Schools in the Trust

Sawston Village College
Bottisham Village College
Netherhall School and Sixth Form
Bassingbourn Village College
Stapleford Community Primary School
Fen Ditton Primary School
Bottisham Primary School
The Meadows Primary School
Linton Heights Junior School
The Pines Primary School
The Howard Primary Academy
Icknield Primary School
Marleigh Primary Academy (Opens Sept 2022)

Anglian Learning Charter

We aim to raise achievement of all young people and use the collective energy of the Trust to improve life chances by:

- Developing a dynamic and inspirational culture for teaching and learning excellence.
- Providing pupils with stimulating and valuable enrichment opportunities across the curriculum.
- Building a curriculum and assessment structure that will enable teachers, pupils and parents to celebrate success.
- Encouraging innovation and risk-taking through a focus on research and best practice locally, nationally and internationally.

Promoting, enabling and supporting leadership at all levels to flourish in individual schools and across the Trust.

National curriculum assessment results

KS2 Attainment Data 2019		
	Stapleford School	England
Key Stage 2 Cohort Y6 2019	28	
Percentage working at 'greater depth' than the expected standard		
Reading	39.3	26.9
Writing	31.2	20.2
Mathematics	32.1	26.6
In all three (R,W & M)	17.9	10.5
Grammar P&S	25	35.7
Percentage achieving the expected standard		
Reading	89.5	73.2
Writing	82.1	78.5
Mathematics	85.7	78.5
In all three (R,W & M)	78.6	64.8
Grammar P&S	82.1	78

KS1 Attainment Data		
	Stapleford School	England
Key Stage 1 Cohort Y2 2019	30	
Percentage working at 'greater depth' than the expected standard		
Reading	36.6	25
Writing	20	14.8
Mathematics	33.3	21.7
Percentage achieving the expected standard		
Reading	80	74.9
Writing	80	69.2
Mathematics	80	75.6

Highlights of 2019–2021

School activities vary from year to year, but we hope these highlights from the most recent school year give you a taste of the opportunities for children and families at Stapleford Community Primary School

FACILITIES

New fencing erected
Middle School toilets refurbished
Windmill created at front of school
Courtyard upgraded
Running track installed

SCHOOL TRIPS

IWM Duxford
Audley End Minature Railway
Cambridge Buddhist Centre
Cambridge Mosque
West Stow
Harry Potter Studios
Mountfitchet Castle , Stansted
Gog-Magog Farm Shop
South Angle Farm
Burwell
Linton Zoo
Museum Of Archaeology, Cambridge

ENRICHMENT EVENTS

Authors/ Illustrators
Grafham Water Residential Trip
World Book Day
School Book Fair
Maths days- NRich
Ian McMillen/Luke Goss Visit
Ricki Outis (artist) visit
Science Day
Pantomime at Cambridge Arts Theatre

SPORTING EVENTS

Cross Country Championships
Indoor Athletics Tournament
Tag Rugby Tournament
Gymnastics Tournament
Hockey Tournament
Cross Country Championship
Netball

Quadkids Athletics Tournament
Kwik Cricket
Football Tournament
Multi-skills Festival
Swimming Gala
Sports Festival at Sawston Village College
Sports Day
Adapted Multi sports tournament
Bikeability
Balanceability

PTA EVENTS

School Discos
Christmas Gift Fair
Quiz Night
'Swimathon'
Cake sales
Christmas Cards

COMMUNITY

Advent Service
Christmas Performances
Music Assembly (termly)
Year 6 Summer Production
Helpers Tea Party
Curriculum Learning coffee mornings

CHARITY EVENTS

Link to Hope Shoe Box Appeal
Children in Need Day
Harvest Donation to John Huntingdon
Poppy Appeal
RSPCA Cake Sale

