

# Cavendish Church of England Primary School



## School Prospectus 2019/20

*Headteacher: Miss Cheryl Wass*

*Chair of Governors: Rebecca Fitzpatrick*



## Cavendish Church of England Primary School

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Dear Parents

We believe that a modern Primary School must be a partnership if it is to work effectively. It is up to us all, home, school and church to create for our children a secure environment in which to develop their skills, friendships, expertise, knowledge and love of life.

A successful education is a joint exercise and we welcome the involvement of parents and carers at all times.

We have prepared this prospectus to tell you about our school but it cannot answer every question you may have. We hope that you will come and see the school for yourselves. Please telephone the school for an appointment.

We look forward to welcoming you.

Yours sincerely

Miss Cheryl Wass  
Head teacher



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## Vision Statement

***Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10***

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself.

Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.



### **Cavendish C of E Primary School**

Situated in the village of Cavendish, we believe our school is an asset of the local community. On the edge of the village green, with open fields behind sits a Victorian building, first built in 1863 as an all age school. Now a primary school with an age range of 4-11 years, with extensions and improvements throughout the years. We have four classrooms, a childrens kitchen and school hall, which doubles as a gymnasium, lunch hall and focal gathering point. Our outside area is quite extensive, encompassing a pond and wildlife area, Forest Schools, gazebo, sports hard court and field and playground.

Staff and governors of our school believe that children's learning and development is influenced by their experiences both within and outside of school life. We stress the family feeling within the school, whilst the contribution and co-operation of each individual is highly valued.

## **Pastoral Support**

The overall pastoral care of the children is the responsibility of the Head teacher. The child's immediate needs are cared for by the class teacher. This responsibility is shared by all staff who work hard to ensure the happiness and well-being of each child. Children are taught to respect each other, their teachers and all who are associated with the school. They are expected to be well mannered and courteous, to take pride in their work, their appearance and the appearance of the school. The cultivation of self-discipline is encouraged and sanctions are rarely necessary.

The school has five Golden Rules:

1. Be polite and kind to everyone.
2. Treat others as you would like to be treated.
3. Care for our environment.
4. Listen when someone is talking.
5. Always try your best!



The school Council, Eco Council, Faith Council, Arts Council, Sports and Well Being council and House Captains provide peer modelling of these values to all.

The Head teacher will liaise with Social Services and other agencies on any matter relating to Child Protection. The school follows Suffolk County Council's Child Protection Policy. At times the school may need to share information about a pupil with Social Services and other agencies relating to Child Protection. Staff take Safeguarding and Prevent training and follow a high standard of clearance and checking when employing staff/helpers into school. Please contact the school office if you have any concerns in this area. The named person for safeguarding is Miss Wass, with Mrs Lewis and Ms Fenn as Safeguarding alternates, all of whom have had Senior Designated Person training. All volunteers and governors who work in our school have relevant DBS clearance. The school is pro-active in supporting emotional and mental health. Alongside curricular provision such as Tai Chi and Forest School. We can offer group or 1:1 support for emotional and health wellbeing. Our Early Help Offer is published on our website.

## **Safeguarding and Child Protection**

Our primary responsibility is to ensure the safety and wellbeing of all who are in our building – children, staff, families and visitors.

The core values of our vision statement are applied to safeguarding and child protection.

**Challenge:** We challenge inequality, prejudice and unsafe practices, making referrals as appropriate for wider support.

**Creativity:** We are creative in our approach to finding solutions and work proactively with families to provide wider support.

**Compassion:** We take time to explore each individual's feelings and perspectives so that all know they will be listened to and valued. We are able to signpost and offer support for families who are facing challenging or difficult circumstances.

## **Organisational Structure**

The permanent teaching staff comprises the Head teacher and four full-time class teachers. Assistance in the classroom is provided by our Learning Support Assistants.

Miss C Wass	Head teacher/SenDCo/Designated Safeguarding Lead
Mrs N Fenn	Front office/Safeguarding Alternate
Mrs A Lewis	Mars Class Teacher/Safeguarding Alternate
Miss J Gant	Jupiter Class Teacher
Mrs L Clarke	Saturn Class Teacher
Mrs S Reynolds	Neptune Class Teacher
Mrs R Byford	Learning Support Assistant
Mrs T Gibbs	Learning Support Assistant
Mrs S Ward	Learning Support Assistant/Midday Supervisor

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Miss E Ling	Learning Support Assistant/Midday Supervisor
Mrs S Ling	Art and artsaward/Midday Supervisor
Mrs S Pector	1:1 Support/SEN
Mrs R Bruce	Cover Teacher
Mrs B King	1:1 tuition
Mrs S Chinnery	Cooking
Mrs A Lewis/Miss C Wass	Forest School Leads

### **Governing Body**

Mrs R Fitzpatrick	Chair of Governors
Revd Canon S Mitchell	Vice-Chair and Foundation Governor
Miss C Wass	Head teacher
Mrs S Samways	Parent Governor/Named Governor for Safeguarding
Mrs S Bowles	Parent Governor

We strongly believe in personalised learning. Children are grouped into four classes according to age. Every child is taught at a level appropriate to his/her needs in accordance with the Foundation Stage Guidance and the National Curriculum. We are able to ensure, through careful planning of the curriculum and individual assessment of progress, a high adult pupil ratio (classes are frequently split into focused learning groups), that we meet the needs of and extend our pupils. All children take personalised learning sessions to support their individual target needs. This can include extension groups as well as additional support.

From 4-16 years of age the children go through 3 organisational 'Key Stages' plus Early Years education.

<b>Age</b>	<b>Key Stage</b>	<b>School</b>	<b>Year Group</b>
4-5 years	Foundation Stage	Primary	Nursery & Reception
5-11 years	Key Stage 1 and 2	Primary	Years 1 –6
11-14 years	Key Stage 3	Secondary	Yrs 7, 8, 9
14-16 years	Key Stage 4	Secondary	Yrs 10-11

### **Collective Worship**

Collective Worship is an important part of the school day. As a Church of England school we follow the 'Values for Life' programme. Collective Worship can be whole school, key stage or class assemblies. We regularly visit our local Church, where parents, pre-school and members of the local community are invited to join us. Children in our Faith Council decide which hymns we sing each half term, and lead collective worship. Collective worship in school is supported by Church and faith groups.





## **Curriculum**

### **Foundation Stage**

During their Reception Year, the children will follow the Foundation Stage curriculum, working towards the Early Learning Goals. The aims are to develop personal, social and emotional development, to develop positive attitudes towards their learning, attention skills and persistence. The following areas are planned into their classroom activities:- communication and language, literacy, mathematics, understanding the world, physical development and expressive arts and design. RE is taught in a cross curricular manner and introduces children to a range of faith based festivals, as well as explaining Christian values.

The key principles during the Foundation Stage focus on learning through play, talk, and practical first hand experiences, making use of the outside environment to extend their learning.

### **Key Stages 1 & 2**

Pupils entering Key Stages 1 and 2 then study the ten subjects of the National Curriculum, Religious Education and PSHE. The school follows the guidance provided by the National Curriculum. Our staff have developed a broad and rich curriculum which meets statutory needs and expectations with a strong emphasis on the arts, creativity and self expression and reflection, thus reflecting our vision statement. Preparing children for future development and responsibility is embedded in the curriculum. Children's spiritual, moral, cultural and social learning runs throughout the ethos of the school. British Values, democracy, inclusion and tolerance are explored through our Christian framework.

Copies of the National Curriculum documents and curriculum policies are available at the school. Curriculum plans are also available on the website.

We aim to ensure that all pupils receive a broad and balanced education, which is relevant to their needs, meets national requirements and will be both enjoyable and stimulating, equipping children with skills to meet the next stage in their learning and social development.

## **Curriculum Subjects**

### **Religious Education**

As a Church school, we aim for each child to develop an understanding of the Christian faith, to develop their own spirituality and beliefs, to have awareness and understanding of the faiths and beliefs of others. Intrinsic to this is respect for all faiths and beliefs, children study the six main faiths as well as exploring humanism in Upper Key Stage 2.

RE is seen as an opportunity to explore and compare different faith based values and to broaden our understanding of cultures and faiths and how this contributes to modern British Society and the wider world. As well as exploring artistic responses to faith, explicit time is given to developing an understanding of theological concepts such as the Trinity Incarnate and teachings for Holy texts.

The school benefits from support from the Diocese of St.Edmundsbury and utilises many resources. This involves learning about other religions as well as comparing them with Christianity. Religious Education has a particularly important contribution to make to the spiritual, moral and cultural development of children. Parents have the right to withdraw their child from part or all of the RE lessons. A face to face meeting with the Headteacher would be required to discuss this fully.

### **English**

The school places a high priority on the acquisition of language skills. Lessons follow the recommended progression from the National Curriculum. Children are given rich cross-curricular opportunities to apply their skills and regularly contribute to the school newsletter and village magazine and through written correspondence to our link schools in America and Australia.

### **Speaking and listening**

Children are encouraged to be active listeners and to talk with confidence and clarity. Children develop their communication skills through activities such as drama, singing, reading, discussions, collective worship, class presentations, school



productions and circle time. Within the classroom spoken language plays a significant part of the curriculum, allowing children to orally experiment with different grammatical structures before using these skills in writing. The school has Artsmark status and all children perform in one of the three annual school productions.

### Reading and phonics

The teaching of reading is well structured throughout the school. Children are encouraged to read with skill, fluency, understanding and enjoyment. Texts are chosen to both develop key skills and to provide a stimulus for written work. A home/school reading record within their planner is taken home each day and this enables parents to comment on pupil's progress. Our pupils' reading level is tested termly to ensure consistent progression.



We have a well-stocked library providing children with a good selection of fiction and non-fiction from which they are encouraged to borrow. The school develops a love of reading through regular events such as National Book Week, World Poetry Day and Book Character Day.

The school follows a programme of systematic teaching of phonics, ensuring children have the skills to blend sounds to make words and to segment words into component sounds to support spelling skills. Children are taught that sounds can be represented on the page by letters and letter blends. They learn to sound and blend sounds together to make words to inform early reading. Breaking words into individual sounds supports spellings. These highly structured sessions commence in Mars class and continue throughout Key Stage 1. The school phonics programme uses Oxford Reading Tree and Floppy Phonics. Further details are on our website. At the end of year 1 all children nationally take a phonic reading test.

### Writing

The children are taught how to write in a variety of styles and purposes, for example – letters, lists, notes, and diaries, accounts of work, information texts and personal experiences as well as stories. Use of IT is an essential part of the writing process, whether through the study and explanation of cine-literacy through children's use of film and film techniques, as a presentation tool through media such as power point and publisher, or as an editing and drafting device. The National Curriculum places a strong emphasis on sound grammatical knowledge underpinning writing skills and children are explicitly taught and tested on spelling, punctuation and grammar.



### Mathematics

The National Curriculum provides a recommended progression of work for the children. Mathematics is taught each day as a specific subject. There is a strong emphasis on mental mathematics, written algorithms and developing a firm understanding of mathematical concepts through practical experiences and problem solving. Children are encouraged to explain their reasoning initially orally and then in writing and mathematical examples. There is a clear expectation that children will achieve mastery in a range of maths skills.

Additional support and stretch is given to ensure children can approach this subject with confidence. Children use and apply their knowledge in a range of difference contexts. Small focussed group sessions utilise a range of opportunities including ICT to encourage children to develop confidence in a range of skills which are readily transferred to other areas. Excitement and stretch is provided during the Primary Maths Challenge, the online World Maths Challenge Day and a curriculum enriched problem solving week.

### Science

The National Curriculum for Science is organised under four headings – Scientific enquiry, Life processes and living things, Materials and their properties, and Physical processes. Practical investigation is at the core of scientific teaching. Children develop the skills to ask questions, to predict, and observe, to interpret



results and to evaluate scientific evidence. Subject knowledge content supports investigation and experimentation.

Some aspects of the Science curriculum link to other areas, particularly Sex and Relationship Education, Drug Education and Physical Education.

### Computing

Children have the opportunity to use a range of multimedia materials to support and develop their learning; i-pads, laptops, smart boards and data logging equipment. E-safety has the highest priority in our school and children are taught how to safely use the internet as a learning and research tool, but also how to keep themselves safe in an on-line environment.

The school has a safe provision of on-line learning through strongly monitored internet use. Children are encouraged to blend text, image and sound as appropriate in their work. Discrete teaching of skills such as coding and modelling are also taught. Cross curriculum application is seen as an essential part of the daily life. The school works closely with families to ensure that social media is used in an age appropriate and respectful manner.

### History & Geography

*'The past is another country. They do things differently there.'*

LP Hartley, *The Go-Between*

History and Geography are taught through exploration of skills based topic work. Children personalise their learning in deciding which particular aspects of a topic they wish to explore. Practical experiences enrich understanding; handling primary evidence, making and tasting authentic foods, field visits, re-enactments and theatre, combined with careful study of sources, enable children to develop their learning of other cultures and locations, and so reflect on their own. The curriculum at Cavendish has been selected to reflect our local environment and community, as well as providing a point of reference for comparing localities and environments across the world. Historical topics are reflected to provide a chronology of early British History and a study of key events that have helped to shape the ancient and modern world. Each topic area has a clear faith based link or line of enquiry. Each term's topic includes an enrichment visit or activity, for example; Duxford Imperial War Museum, Fitzwilliam Museum Cambridge, Bury St Edmunds Cathedral, the Polar Institute and Cambridge Mosque.

### Design Technology



The essence of our Design and Technology curriculum is to develop skills in planning, making and reviewing projects. Children are encouraged to question how things work and why things happen. Self-evaluation is an important part of this process. They develop knowledge regarding the best choice of materials and tools for the task and to work in an ordered and safe fashion. Children are encouraged from an early age to be aware of Health and Safety. Environmental issues are central to modern day design and pupils actively use recycled materials, whilst considering the environmental impact of larger designs. An understanding of food and nutrition, is part of the National Curriculum. Each child in school learns to prepare and make food linked to specific topic areas of study. For example a war time ration recipe is created whilst studying The Battle of Britain topic, whilst children make Victorian Christmas puddings in our Victorians and Developing Democracy topic.

### Physical Education

As part of pupil well-being, pupils are taught the importance of the link between physical fitness and well-being. At Cavendish we hold the Gold Award for physical education in school. Each class has at least 2 hours of physical exercise each week. During P.E. we aim to develop control, co-ordination and body awareness, which the children learn through observation, planning, performance and evaluation. Connections are made between fitness and health. The children have the use of a very well equipped P.E. hall, a hard-surfaced playground, an agility area, school grounds and the village green.



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Swimming takes place at the local pool encompassing both stroke development and water safety skills. The school takes part in inter schools competitions, including tag rugby, netball, rounders, athletics and many more. A wide range of extra-curricular physical activities are offered. These change each term and can include, wake and shake, circuit training and cheer leading, as well as more conventional sports. The school is committed to physical education as a means of contributing to children's well-being.

### **Personal, Social, Health & Citizenship Education (PSHE)**

PSHE is structured across 6 mainstream areas and covers all aspects of personal safety, online safety, personal health and hygiene, and making a positive contribution to society. Key British Values and the rule of law, democracy and respect are taught to enable children to challenge prejudice and inequality, to be confident in person and online.

Children at Cavendish School are encouraged to achieve at all levels of attainment. Special weekly *Celebration Assemblies* are held where children receive certificates of achievement for recognition of their success and attitude to work. The school operates a house system and notable achievement, whether academic or personal, is rewarded with house points. House points are earned through representing the school, personal work, sporting achievement, manners and conduct. Each house has its own House Captain. The house cup is awarded each term. The impact of peer to peer leadership is seen through House Captains awarding their own certificates each week.

Sex and Relationship Education forms an integral part of PSHE throughout the school. At Key Stage 2 delivery is supported by regular visits from our school nurse and parents are informed when these lessons are to take place. Parent workshops take place prior to teaching so families can view the teaching materials used.

Parents have a legal right to withdraw their child from lessons dealing with Sex Education and Human Relationships. However, please discuss this with the Headteacher.

### **Music**

Music plays an important part in the life of the school. We aim to encourage a love for music through listening, composing and performing. Music forms part of school performances, and includes collaborative events with other schools. There are regular opportunities to perform to an audience. The children enjoy singing at special village events and church services. Children in key stage 1 learn the Ocarina, whilst children in key stage 2 learn the recorder and how to use formal musical notation. Music from other countries is explored through topic based study. A specific piece of music is studied for each topic. Peripatetic teachers provide opportunities to learn guitar and piano.

### **Modern Foreign Languages**

French is taught across the whole school. French culture is also taught which includes looking at aspects of art and artists, appreciation of food and lifestyles and the diversity of nations which speak French. French is presented as a global language. Children in Key stage 1 follow an oral based program, whilst Key Stage 2 encompasses a wide range of topics and includes written content.

### **Forest Schools**

Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. We are really fortunate to be able to offer a Forest Schools experience to our children. Children from years 1-6 each have a half term of Forest Schools. This is an excellent initiative aimed at supporting children's holistic development and well-being by providing opportunities to explore the outside in a woodland habitat. We are fortunate that our school grounds provide everything we need, although children in Neptune Class also have the opportunity to work offsite. Activities are varied, and may include construction, campfires, learning new craft skills and engaging with the natural world - but definitely include getting muddy, grubby, solving problems and communicating!

## Art

Children are encouraged to use art as a medium for personal expression, as well as to develop a critical eye of the aesthetic world around them. The children experience Art in a wide range of media including sewing, print, painting, photography and model making. Composition, layout use of space and colour are the integral themes across each medium. Children are given opportunities to experience a wide range of materials, tools, and techniques in order to produce their work



## Artsmark and Arts award

The school has achieved Artsmark status and is an accredited Arts Award Centre. This reflects commitment to the Arts and benchmarks the quality of provision. We encourage and embrace creative opportunities within our curriculum. The school holds Artsmark status for its work in art, dance, drama and music. We believe that the arts provide an opportunity for self-expression and a means to respond to awe and wonder in the world around us.

In 2014 the school became an accredited centre for the Arts Award. The Arts Award scheme enables young people to develop as artists through a range of media and work towards a national qualification, accredited by Trinity College London. Skills such as creativity, communication and teamwork are developed at Discover and Explore levels of the award. Some of our link secondary schools also hold this award, allowing children to continue onto more advanced programmes in their next setting.

## Cultural Capital & Enrichment Opportunities

Throughout their time at the school, children are taken on visits which are considered to be an important part of their education and we ask parents to make a contribution towards the cost of these visits. These contributions are voluntary and no child will be excluded from any visit on the grounds of the parents' inability to pay.

We reserve the right on very special occasions to charge for materials used in cookery, sewing and model making. The finished item may then be taken home. If any charge causes difficulty, please do not hesitate to contact the Head teacher. This will, of course, be treated in the strictest confidence.



## Clubs

We offer several clubs and activities during lunchtimes or after school. These are offered according to interest shown, season and facilities available. Clubs may include Wake and Shake, Upbeat, Knitting, Lego, Art & Craft, Street Dance, Tag Rugby, Table Tennis, Film, Football, Fitness and Circuits.

## School Councils

All of our children are offered the opportunity to represent their year group as part of the Cavendish school Councils. Each child wishing to represent their year group enters into a ballot, they present a speech to their peers, promoting themselves as the best candidate for the role. A ballot is then held and the children vote for who they feel will be the best representative for each council role, emulating the democratic system.

The councils look at aspects of everyday school life and become involved in the management and development of school policy, fundraising, charitable work and social aspects also play a vital part in these key roles.

We have five councils;

*Eco*-supporting environmental issues and the wider community

*Faith*-organising the school's collective worship and services within the community

*School*-management and development of school life

*Arts*-promoting and organising our creative events throughout the school year

*Sports and Wellbeing*-promoting physical activity, healthy eating and organising in house events

All children are encouraged to contribute to the school community.

### **Links with the community**

The school has a number of links with the local community. Each year we sing to the Over-60s, hold a Christingle, Harvest and Easter service in church where all are invited. The PTFA run stalls at the Church Fete and the village Horticultural Show. Brownies is held on the school premises. Regular liaison and events are planned with Cavendish Pre-School and other local nurseries; we work closely with our local cluster of schools to extend opportunities to children such as shared sporting events.

At a national level through the Diocese we have links with Kagera, in Tanzania. In French, children have the opportunity to write to children in other countries as part of the global gateway scheme. We have links with our namesake school Cavendish in Australia.

The School Council leads on charity fundraising which in the past have included: Children in Need, Leukaemia Research, Operation Christmas Child and BRAKE, as well as many others.

We have special relationships with Devonshire House our local residential home. Children read weekly with residents and many special events are shared throughout the year, such as planting and the Big Bird Watch. Children lead collective worship at Devonshire House each half term.

### **Healthy Schools Partnership**

We have achieved the criteria necessary for the Healthy Schools Partnership Award which also supports physical health and emotional wellbeing. Children are taught to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

We encourage children to eat healthily and drink water. Every child is expected to bring a bottle of water to school daily. Children are encouraged to bring a small healthy snack for mid-morning break. Fruit is provided for children in Key Stage 1 and EYFS.

Healthy packed lunches are an option for those children who do not wish to enjoy a cooked meal. All meals are cooked and prepared at Stour Valley Community School and the menu displayed for parents and children to view. School meals cost £2.30 per day. Special dietary needs can be met, and a vegetarian alternative is always available.

Universal Free School meals; a government initiative which means that free school meals are available to children in Reception and Years 1 and 2. Other children may also qualify, please ask at the school office for more information.

Every effort is made to encourage our children to think and act healthily.

Milk is provided free for children under the age of 5 years. School aged children are able to have a milk drink if their parents wish them to have one. This involves a small charge.

### **School accreditations**

As a school we are fortunate to have a number of accreditations, these include;

Dyslexia friendly setting  
 Artsmark Silver Award  
 Sing up Silver Award  
 Eco Schools Silver Award  
 Healthy Schools One Life Silver award  
 School Games Gold Award

## WIRE Award for schools (Widening Inclusivity In RE)

### Equal Opportunities

Every pupil is entitled to a rich and varied, challenging and inspiring curriculum, which enables every individual to fulfil their potential to the highest possible standard. This is provided equally for all, irrespective of gender, ethnic background, faith, age or disability. We expect our children, staff and families to promote inclusivity. Please find more information in our Equal Opportunities Policy.

We work alongside the church publication 'Valuing all God's Children' and are strongly inclusive in our ethos.

### Administration

#### Admissions

The LA (Local Authority) determines the number of pupils who can enter the school each year.

Applications for places must be returned to your home local authority for consideration. You can apply online at [www.suffolk.gov.uk/admissions](http://www.suffolk.gov.uk/admissions)

There you can follow the link for Admissions to Schools in Suffolk where they provide a guide for parents and carers on how to apply for a school place in the normal year of entry.

The application closing dates for children entering school places in 2020/2021 has now closed; Wednesday 15<sup>th</sup> January 2020 for primary schools and Thursday 31<sup>st</sup> October 2019 for secondary schools.

If you do not have internet access you can apply online from any Suffolk library.

#### School Uniform

We do expect all our children to wear school uniform. We ask for parents' co-operation to ensure that their children come to school in the correct uniform, **clearly marked with the child's name**.

(School colours are red and grey)

Polo Shirt	White
Skirt/Tunic/Summer dress	Grey/red/white
Girls' winter trousers	Black
Boys Trousers <i>no jeans please</i>	Grey/black
Sweatshirt/cardigan	Red
Socks/tights	Red/grey/black/white
Shoes/covered toe sandals <i>no trainers please</i>	Red/grey/black
Coat/anorak	Red/grey/black

Red sweatshirts and white polo shirts bearing the school logo can be purchased from school as well as school book bags.

For PE and games, black shorts and a red t-shirt with plimsolls are required. Red t-shirts bearing the school logo for PE can be ordered from school.

A PE bag is needed to hold these items. Please ensure the bag is named. For winter games sessions a tracksuit or loose fitted jumper and tracksuit will be needed.

As part of our Healthy Schools status outside play is widely encouraged. Each child is asked to bring in a named pair of wellington boots with the optional facility of waterproof over-trousers, to ensure our grounds can be enjoyed in all weathers. Each year group participates in Forest Schools for a 6 week period and a full change of old clothing is essential. Wellington boots are a pre-requisite for Forest Schools.

*Please label all items with your child's full name in indelible ink or iron-on labels!*

#### Our School Day

7.45am-8.45am	Early Sports Club (fee payable)
8.30am - 8.45am	Wake & Shake Fitness Club



8.45am - 9.00am	Early bird
9.00 am	Registration
9.15 am	Collective worship (Monday's)
10.15 am-10.30 am	Morning break Key Stage 1
10.45 am-11.00 am	Morning break Key Stage 2
12.00 pm	Lunch
1.00 pm	Afternoon school begins
2.00-2.10 pm	Afternoon break for Foundation Stage & Key Stage 1
3.00 pm	Collective worship
3.15 pm	School finishes

Parents are expected to make sure that children come to school in time and are met promptly at the end of school. No arrangements can be made for the supervision of children before 8.45 am or after 3.15 pm, unless they are attending an extra-curricular club or activity.

### **Home School Agreement**

As a child enters our school, and at the beginning of each school year, we ask that they and their family enter into an agreement with us in which we each promise to work together in the best interest of our children's education. The agreement is signed and retained at the school.

### **Homework**

We believe that Homework is an important factor in a child's education and we hope that parents will encourage children to complete and return their work on time. Homework allows consolidation and practise of skills taught in class, self-expression and occasional research. Each child has a personal planner as part of our commitment to the 'Home-School Agreement' link between home and school. Targets are set and incorporated into the weekly home schedule for learning.

### **Statutory Assessments**

A variety of assessment methods are used to measure progress and celebrate children's achievements in their learning. These include Assessment for Learning (AfL) techniques which are used daily by class teachers to ensure that teaching meets the needs of each child, and that children themselves know how to improve and extend their learning. Questions, marking, feedback, discussion and observations are an invaluable part of this process, as is discussion amongst staff themselves.

In addition children take part in series of more formal tests which provide an opportunity to demonstrate knowledge and skills mastered. Some of these are statutory.

**Key Stage 1** Children at the end of Year 1 take a phonic reading check to show their understanding and skills. Children in year 2 have assessments in reading, writing and maths. They will also be tested for grammar, punctuation and spelling (GAPS)

**Key Stage 2** Children in year 4 take a multiplication check online to determine fluency and confidence in times tables knowledge-up to 12x12.

Children in Year 6 have statutory assessments (SATS) in reading, maths and GAPS. In addition a teacher assessment is made for writing, speaking & listening and science.

Details of school assessment results can be viewed through the links on our website.

### **Transition Arrangements**

At the end of year 6 our children leave us to move onto their chosen upper schools. During the summer term there are allocated weeks where Yr6 children will transition into their feeder schools. Depending on their chosen school, the transition will last from a few days to a week possibly more. During this time they spend time at their chosen upper school getting to know the routine, staff and other children in preparation for their new start in the Autumn term. Before this transition we have visits for yr6 children from our feeder upper schools to give the children more information about their forthcoming move, information evenings where parents/carers and children are invited to attend the area upper schools are also held.

Children from Reception to year 5 will also have a transition day during the summer term where they move from their current class to the one above, sometimes this will mean a change of classroom and teacher, all in preparation for the new school year. Children have an opportunity to spend time with the class teacher and their new peers who they will join.

Our reception class has a series of afternoons set aside for 'Rising Receptions', nursery children, who have applied for a school place at Cavendish, have the opportunity to attend as many sessions as they are able over a number of weeks during the summer term. They are accompanied by their parents to experience school routine and familiarise themselves with the building, their new classroom and members of staff. On the final session parents are invited to attend a phonics workshop, whilst the children have an afternoon with the class teacher. Our Reception class teacher will attempt to visit each child within their pre-school setting to ensure good links. If this is not possible a home visit will be offered.

### **Communication**

Each child has their own Home/School planner which is the first point of contact between home and school. Notes and requests can be made via this to your child's teacher. Alternatively you can telephone or e-mail our front office for appointments or information.

### **School Details**

**Telephone:** (01781) 280279

**Email:** [admin@cavendish.suffolk.sch.uk](mailto:admin@cavendish.suffolk.sch.uk)

**Website:** [www.cavendish.suffolk.sch.uk](http://www.cavendish.suffolk.sch.uk)

### **Parent Consultations and School Reports**

Formal parents' consultation evenings are held twice a year, once in the autumn term and again in the spring term, when parents can come to school to view their child's work and to discuss their progress and targets with the teacher.

School reports are sent out in the summer term with an assessment of the progress, behaviour and overall development of the child. Informal open days are also held for the children to share their work, view displays and craft work with their parents.

Class teachers are always available at the end of each day for informal communication, and may be seen by appointment if necessary. Please try to avoid speaking to your child's class teacher in the morning. Urgent concerns should be addressed to the office to pass on.

### **Attendance**

Regular attendance is vital for the children's progress, though we ask you not to send them if they are unwell. A note of explanation to the class teacher or a telephone call to the school is needed to authorise any absence through illness. Parents are requested not to take their children out of school during term time for holidays. Absence for holidays will not be granted during May for all year groups or mid-June for Year 1 which is the time for statutory testing.

All schools are now set attendance targets and as a result it is now only possible to authorise leave of absence during term time if there is an exceptional reason which has been discussed during a personal meeting with the Head teacher in accordance with Suffolk County Council guidelines. All absences are recorded, even when pupils are unwell, and set against our target. We are now required to record all

absences as 'authorised' or 'unauthorised' in the annual report and prospectus. The school works collaboratively with the Education Welfare Officer.

### **Medical Matters**

In all cases of emergency the Head teacher will try to get in touch with the parents concerned, but if this is not possible she will act on the advice of the Medical Officer consulted.

**Emergency telephone numbers and alternative contacts must be available where parents can be contacted when required urgently.**

When children are unwell they should not be sent to school. If medicines need to be administered during the day parents can arrange to come to the school to administer the medicine personally or the school may administer it, It will be necessary to sign a medical form for this.

Should a child be suffering from sickness or diarrhoea, they must stay at home for at least 24 and 48 hours respectively after the last attack to reduce further spread of infection.

As part of our inclusion provision individual care plans, PEEPs and support programmes can be put in place in consultation with class teachers, SENDCO, families and external professionals.

### **Information**

#### **Policies**

Details of our policies are available to view on our website, alternatively you can request a copy of any policy from our front office.

#### **Parent Teacher and Friends Association (PTFA)**

We have a very supportive PTFA, which helps in many ways to support activities in school by raising funds at events held throughout the year for projects and resources.

Our committee must be congratulated for raising a considerable amount of money each year, and for bringing parents/families and friends together for all our fundraising events. These include tea and cake afternoons, the Easter egg hunt, stalls at the Church Fete and Horticultural Show, school disco, summer fayre, Christmas Fair and Raffle, not to mention many more. The school has benefited greatly from these hard earned endeavours over the years, which include a hard court play area, wooden stage, (for our fabulous productions) and personalised sports kit for our sports tournaments, to name a few.

All parents with children in school are automatically members and are encouraged to take an active role in the PTFA's work. Contact details of our PTFA can be found on our website.

#### **School Security**

Our security system ensures that the front entrance is locked shut until visitors are identified. Access to the main school is only possible via an internal security door, which is manned by our front office. This system also prevents young children from leaving the school building without our knowledge. All visitors to the school are required to sign the visitor book, to read the safeguarding information sheet and abide by the code of conduct in the visitor policy. All volunteers who work in our school have the relevant DBS clearance needed to work with children and vulnerable people.

Our main entrance is open at the beginning and end of the school day. At all other times the gates are locked and visitors access the front office, only, via a side entrance.

#### **Website**

Our school website is [www.cavendish.suffolk.sch.uk](http://www.cavendish.suffolk.sch.uk), it contains general information about the school and copies of newsletters, recent events, policies and curriculum details.

We have a policy in place regarding the publication of the children's work and use of names and photographs on the website.

Children will only be referred to by their first name on our web pages (in relation to the publication of examples of their work).

Your child's photo will never appear with their name beside it either individually or as part of a group.

Children and staff will not have their personal details, home address or telephone numbers published on the website.

### **Complaints**

If you are concerned about any aspect of your child's education, please first draw the matter to the attention of the class teacher, an appointment can be made, if necessary, via your child's planner or through the front office. If you feel you need to discuss it further then an appointment can be made with the Headteacher. A copy of the School Complaints Procedure is available from school or alternatively it can be viewed on our website.

### **A Final Comment**

We hope this prospectus is useful in answering many of the questions you may have concerning your child's primary education. An open door policy is maintained at Cavendish Church of England Primary School and we invite parents to raise with us any issues where further clarification is required. Children, staff, governors and parents are proud of what we achieve at Cavendish and visits to our school are warmly welcomed.

We look forward to meeting you.