



Newnham Croft Primary School

School Prospectus 2019-2020

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Newnham Croft Primary School

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Headteacher: Mrs Sharon Williams



Dear Parents/Carers and Children

The staff and I are delighted to welcome you to Newnham Croft! In this prospectus you will find information about our aims and curriculum as well as lists of current staff and governors. Important aspects of school life are also explained such as how we organise our school, what we expect regarding attendance, behaviour and details about our very active Parent Teacher association. Please read our prospectus in conjunction with our school website and ask about anything that is not clear.

We believe that the partnership between school and home is an essential relationship, at the heart of your child's successful learning and enjoyment of school. We are fortunate in having a wide diversity of background and cultures in our school community which are central to our rich and stimulating learning environment. We value parental support in the education of our children in a safe and happy school where individuals are encouraged to develop their potential in every aspect. Parent volunteers are welcome in school, either to share a special interest/skill or to work with children in the classroom. Please do contact the office if you would like to help in school.

We are proud of our achievements at Newnham Croft. Our school has received the Eco-Schools Green Flag award for the third time running. Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. We are a University Partner school, involved in training new teachers, and we are very active in the local community for example our choir and recorder groups perform at local events and celebrations and we opened our school grounds for charity as part of the National Garden Scheme.

Excellent communication is greatly valued in our school. We send all letters by email as the most efficient means and ensure our website is regularly updated. We encourage parents to contact us in person, by telephone, letter or email if they have concerns, queries or comments and endeavour to respond to messages as quickly as possible.

Finally, this is my last term at Newnham Croft Primary as I am retiring at the end of the summer. I am sorry to be leaving but I know that Mr Matthews is looking forward to working with you as a partner in your child's education. We hope that you will enjoy being part of the Newnham Croft school community.

On behalf of all the staff.

Yours faithfully

Sharon Williams
Headteacher



The School

Newnham Croft is a primary school funded and supported by Cambridgeshire Local Authority. About 238 children aged 4-11 years attend our school and most live in the community of Newnham. A significant number are children of Cambridge academics, many of whom come from abroad. This cultural diversity contributes to the rich learning environment that we provide in partnership with parents/carers and the wider community.

Newnham is an established and friendly community, close to the River Cam, Paradise Nature Reserve and Lammas Land. The school benefits from this green setting, with nearly two acres of grounds including a wildlife area, extensive playing fields and an all weather pitch for sport, as well as a sand pit and a smaller, equipped separate playground for the youngest children, allowing learning to take place both indoors and out.

Many Cambridge University Colleges are close by in the ward of Newnham, and the museums and cultural facilities of the city centre are a short walk away. Our links with both the University and the City are a huge asset to the school. Our children have been inspired by guided workshops on school premises by world class scientists; visited heritage sites with experts who can bring to life topic work from Egyptians through to Natural History.

The school itself was built in the 1980s, and comprises eight classrooms, a computer suite, our school hall, a resources room, a food technology room, music room, a library area, offices, staff room and community room. There are facilities for the disabled and wheelchair accessible entrances. The classrooms themselves are arranged in two wings, one for each Key Stage, connected in the middle by our library. We have beautiful grounds with a large playground with an 'Island' play structure, a caged area for ball games, a large field suitable for an athletics track in the summer and football pitch in the winter, a productive garden, an international garden, a wild garden with a mud kitchen and a wildlife area which has a pond for pond dipping and an area for camp fires. We value our grounds and have plenty of flowers and unusual trees. Children use the grounds for play and learning in all weathers!

The atmosphere throughout the school is friendly, warm and collaborative.

Our Vision

At Newnham Croft our children are at the heart of everything that we do. We believe that Newnham Croft is a special place – caring and inclusive – where the guiding principles are teamwork and respect for all. Newnham Croft is an aspirational school, where learning is exciting, challenging and creative. We aim to foster a sense of self belief and purpose in our children to equip them for the opportunities that life presents.

The Aims of Newnham Croft Primary School

Our school aims encompass every member of our school's community:

We want all children to:

- Follow the Newnham Code: *Be kind*
Be respectful
Be a thinker
Never give up.
- Accept responsibility for the things I do.
- Tell a member of staff if I have worries or am unhappy.
- Look after the school environment.
- Attend school regularly and on time.
- Bring all the equipment and kit I need every day.
- Take care of my own things and respect those of others.
- To try my best in everything I do.

We want all parents/carers to:

- ensure that my/our child goes to school regularly, on time and properly equipped.
- Support school policies for learning.
- Support school guidelines for behaviour.
- Support my/our child with opportunities for home learning.
- Whilst recognizing the positive benefits of social media, I/we recognise that it must not be used for anything unlawful, misleading, malicious, or discriminatory about any member of our school community.
- Attend meetings and consultations about my/our child's life at school.
- Make school aware of any concerns or problems that might affect my/our child's work or behaviour and work in partnership to resolve them.
- Value my/our child's efforts and progress.
- Treat all school staff with courtesy and respect and avoid any aggression or verbal abuse

We want the wider community to:

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

We want all staff to:

- Care for your child's safety and well-being following all safeguarding protocols.
- Encourage every child to challenge themselves and develop their creativity
- To develop each child's resilience and confidence to take risks with their learning
- Develop each child's self belief, independence and purpose
- Have high expectations for learning and behaviour.
- Provide a balanced curriculum for all, while meeting the individual needs of each child.
- Build good relationships between all members of the school community.
- Keep parents/carers informed about general school matters.
- Value each child's efforts and progress.
- Make parents/carers aware of any concerns that are affecting the child's learning or behaviour and work in partnership to resolve them.
- Keep parents/carers informed about the child's progress through consultations in the autumn and spring terms and a report at the end of the summer term.
- Be open and welcoming and offer opportunities for parents/ carers to become involved school life.

We want all governors to:

- Know the school and staff.
- Be informed and involved.
- Be challenging and constructive friends.
- Be supportive of professional decisions.
- Promote the work and positive image of the school.
- Be proud of Newnham Croft Primary School.

Personnel

Headteacher

Mr Andy Matthews

Deputy Headteacher

Mr Edward Ferguson

Teaching Staff

Mrs Kate Cole

Class teacher part-time

Mr Edward Ferguson

Class teacher part-time

Mr Nick Goller

Class teacher

Miss Katy Holliday

Class teacher

Ms Razia Mangera

Class teacher

Mrs Nicola Marroncelli

Class teacher part-time

Mrs Katerina Onatskaia

Part-time music teacher

Mrs Emily Palmer

Class teacher

Mr Tom Pinnock

Class teacher/SENCO

Mrs Jo Turner

Class teacher part-time

Miss Katie Wakelen

Class teacher

Miss Katrina Wilson

Class teacher

Teaching Assistants

Miss Sarah Blake (Early Years)

Mrs Lynne Burke

Mrs Nadine Cummins

Mrs Selina D'Oyly

Mrs Tracy Elbourne

Mr Youssef Ellimouni (Early Years)

Mrs Hong Fang

Ms Molly Jermyn

Mrs Angelina Mahoney

Mrs Alison McFarquhar

Ms Michelle Noble

Mrs Nicola Wood

Office Manager

Mrs Helen Bracey

Finance Manager

Mrs Lynda Scott

Site Officer

Mr Aleksander Jach

School Cook

Ms Michelle Noble

Catering Assistants

Mrs Lisa Bicheno, Mrs Gillian Harper, Ms Mounia Sebbah

The Governing Body

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

The Governors are responsible for making sure the school provides a good quality education. They appoint the Headteacher, who is responsible for the day-to-day management of the school.

Governors work closely with the Headteacher, and make themselves available to listen to the views of parents about school policies and school issues. Any issues concerning individual children, however, should be raised with teachers.

The main duties of the Governors, in close partnership with the Headteacher, are:

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

Members of the Governing Body

Mr Tom Kendon	Chair/Co-opted Governor
Mrs Shantha Baalham	Vice Chair/Parent Governor
Cllr Lucy Nethsingha	Vice Chair/LA Governor
Mrs Rachel Bateman	Co-opted Governor
Mrs Jean Bevan	Co-opted Governor
Mr Hugh Clough	Co-opted Governor
Mr Tyler Denmead	Co-opted Governor
Mr Edward Ferguson	Deputy Headteacher/Staff Governor
Mrs Kate Fry	Parent Governor
Mr Andy Matthews	Headteacher
Dr Kirsty McDougall	Parent Governor
Mr Jason Palmer	Parent Governor
Ms Lucy Richer	Associate Member
Ms Ruba Salih	Associate Member
Mrs Keren Sayir-Uziyel	Parent Governor
Mr Andy Vowles	Co-opted Governor
Mr Nick Whitehead	Co-opted Governor
Mrs Helen Bracey	Clerk

Admission to School

Allocating places

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

Priority is given to those living in the school's catchment area. A full list of roads in the catchment area is available within the LA publication 'First steps – admission to primary school: a guide for parents'. This booklet can be obtained from the Admissions, CC1206 Castle Court, Castle Hill, Cambridge CB3 0AP. It will also give you additional information about school admission.

If you wish for your child to attend Newnham Croft Primary School you should submit an application form to the school or the Local Authority Admissions Officer. The school does not make the decisions about places, this is done by the LA Admissions Officer (telephone 0345 0451370 or email admissions@cambridgeshire.gov.uk).

The admission criteria (in order of priority)

Children who have a statement of special educational needs, who name a school, will be admitted. (NB Children with a statement of special educational needs who do not name a school will be referred to Student Assessment to determine an appropriate place.)

1. Children in care, also known as Looked After Children (LAC).
2. Children living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of the admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. Children living outside the catchment area, but nearest the school measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line.

Appeals

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

Children from overseas

Admission to school is dependent upon the conditions under which you have been granted leave to enter the United Kingdom. You will need to contact the Admissions Team for further details (0345 0451370).

Temporary moves from the area

If you decide to make a temporary move of more than 4 weeks please seek advice from the Headteacher. Generally places are not kept open after 4 weeks.

Visiting school

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

Starting School

Children starting in the Reception Year

Starting school is a huge and exciting step in a small child's life, and we want to ensure that it is a smooth and happy transition from home, or nursery, to school.

Preparing for school

Reception places are offered at the beginning of May, and once a place has been confirmed, parents and carers will be invited to a meeting to hear more about how the school works, about the curriculum, and about how we will help your child settle in to school. We will also give you information to read at home, and included in this induction pack will be a booklet about the Early Years Foundation Stage curriculum.

Children will be invited to come into school for a session in July, to spend some time in the classroom and meet their teachers and the other new children. Newnham Croft staff also endeavour to visit all the children at home and in their nursery setting.

Settling in

Over recent years we have established a successful transition programme to help Reception children settle in at the start of the new school year. Some children find starting school very tiring, so for the first two weeks of school our Reception children attend part time, building up gradually to a full school day. Nursery take place in the previous term and home visits take place just before the children start school in September. After this introductory period, the children are ready for a full school day. Occasionally this may vary, depending on the needs of the individual child, and we are always happy to discuss this with you.

The School Day

The beginning of the day

Children need to be at school in time for the school bell at 8.50 am, and it is crucial that children arrive on time, as regular lateness causes distress for the child and results in disruption of teaching and learning.

The gate to the playground will be opened at 8.30. Children in Key Stage 2 (years 3,4,5 and 6) gather here until the bell rings, when they go into school with their class teacher.

Reception and Key Stage 1 children (reception, years 1 and 2) may enter their classrooms when the playground doors open at 8.40 allowing parents to take their child to the classroom, where the teacher and teaching assistant will greet them.

Please don't take buggies into the school building; they can be left in the playground whilst you drop off your child. Adults should leave school via the playground, where the gate will remain open until the 8.50 am bell.

Late arrivals must enter by the office door and sign the late book before going into class. Lateness and attendance/absence are recorded twice daily.

Lunch time

Lunch break starts at 12 noon for Reception and Key Stage 1 and at 12.15 for Key Stage 2. Afternoon lessons start at 1.15 pm for all children.

The end of the day

Reception and Key Stage 1 children finish school at 3.10 pm, and Key Stage 2 at 3.15 pm.

All children in Reception and Key Stage 1 must be accompanied home by an adult.

Please be aware that it is assumed that children in Years 5 and 6 are allowed to go home unaccompanied, but not Years 3 and 4 unless we have been notified by parents.

Parents can collect their children from the playground, and a teacher is on duty at the gate to ensure that children do not leave unaccompanied, unless they have permission to do so. A bell is rung to vacate the playground, after which the gate is locked. Please leave promptly to allow staff to continue with their duties after school.

Term Dates for 2019/20

2019

Training Day: Tuesday 3 September

Autumn Term Opens: Wednesday 4 September

Half Term: 21 – 25 October

Autumn Term Closes: Thursday 19 December

Training Day: Friday 20 December

2020

Training Day: Monday 6 January

Spring Term Opens: Tuesday 7 January

Half Term: 17 – 21 February

Spring Term Closes: Friday 3 April

Training Day: Monday 20 April

Summer Term Opens: Tuesday 21 April

May Day (school closed): Monday 4 May

Half Term: 25 – 29 May

Training Day (reports): Monday 1 June

Summer Term Closes: Tuesday 21st July

School Organisation

Reception and Key Stage 1

Newnham Croft is fortunate to be able to provide eight classes to accommodate the seven school years of learning from reception through Years 1-6. This allows us to organise the school in such a way that the children can benefit from smaller class sizes in Reception and Key Stage 1, with about 25 children in each class.

In September 2019, we will have a Reception class, a mixed Reception/Year 1 class, and two mixed Year 1/2 classes. This class organisation gives us greater flexibility to meet the learning needs of each individual child, and the year group as a whole.

We endeavour to have four well balanced classes, and in making the decision about which class will best suit each child, we take into account many factors, including gender balance, children with English as an additional language, friendships, siblings, emotional maturity, previous experience of schooling, and parental views.

These mixed year groups also foster a sense of teamwork and unity between our different year groups, and this collaborative, inclusive spirit between the children continues throughout the school.

Key Stage 2

In Key Stage 2, there are four classes of around 32 children, one for each year group (Years 3, 4, 5 and 6). Each class is taught the curriculum within their year group, but may share topic work with another year group, to promote interaction and collaboration, and older KS2 children will also take part in activities with Rec/KS1 children, giving them a sense of responsibility and the younger children a sense of belonging to a bigger school 'family'.

The whole school comes together for assembly several times a week.

The Curriculum

Our school curriculum

At Newnham Croft we consider our overall curriculum to comprise all the planned activities that are organised in order to promote the children's learning and personal development.

Our ultimate aim is to provide an education that prepares all children for life in the wider world. The curriculum encompasses not only the statutory requirements but also the rich variety of activities that are offered beyond the formal curriculum, often beyond the classroom walls and the school day.

Our curriculum is underpinned by an ethos of respect, support, openness and collaboration.

Curriculum aims

Through the implementation of this policy, we aim to fulfil our wish for all children to:

- enjoy attending school
- benefit from the cultural diversity within school
- become effective learners
- feel safe, secure and supported
- feel successful and develop their potential
- contribute positively to school
- be respected and respectful
- be motivated and inquisitive
- be confident and independent
- be proud of their school

For Years 1-6, teaching and learning is based on the National Curriculum. All children in Reception (regardless of which class they are in) follow the Early Years Foundation framework (EYFS). This is outlined below.

The Early Years Foundation Stage

The Foundation Stage (EYFS) describes the phase of education from a child's third birthday (encompassing their time at pre-school) until the end of the reception year when the child reaches 5 years old. The EYFS learning goals set out what most children are expected to achieve by the end of the Reception year.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Three areas of learning are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and language
- Physical development, and
- Personal, social and emotional development

As children develop, the prime areas will help them to develop skills in four specific areas:

- Literacy
- Mathematics
- Understanding the world, and
- Expressive arts and design

These seven areas underpin all future learning and prepare children for learning in Key Stage 1, and are consistent with the national curriculum.

The National Curriculum

The National Curriculum provides our school with the framework for what should be taught and the expected standards that children should achieve within Key Stage 1 and Key Stage 2. There are 11 National Curriculum subjects and RE (religious education) which are statutory in primary schools and, though not statutory, Personal, Social and Health Education (PSHE) is also taught.

Details about all our core curriculum subjects, and the ways in which we expand our subjects and learning beyond the curriculum, can be found in the sections below.

Teaching and Curriculum Planning

Collaborative teaching and learning

In Reception and KS1 teachers plan together, to ensure consistency across the phase from EYFS to Curriculum, and to ensure smooth running of the mixed year groups. In KS2, Years 3 and 4 share a topic, as do Years 5 and 6, and the teachers work together to plan and bring these topics to life.

This team working amongst teachers leads to a rich and stimulating learning environment for the children. The constant flow of communication and collaboration means that teachers come to know children throughout the school, as well as within their own year group, and in all classes individual learning needs are taken into account and teachers differentiate their teaching according to each child's needs.

Curriculum planning

Our curriculum planning is undertaken in three phases. Long-term planning identifies which units of work will be taught in each term to each key stage. Medium-term planning identifies teaching objectives and strategies; we follow the National Curriculum for all year groups as well as using other published schemes of work, and schemes of work created in-house. Short-term plans are written by teachers, often collaboratively, to identify detailed learning objectives, activities and resourcing needs.

These three phases of planning ensure that our curriculum is:

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

Curriculum monitoring and review

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

It is the joint responsibility of the Headteacher and the Governing Body to consider, agree and monitor the implementation of the curriculum. The responsibility to deliver the curriculum lies with the whole school staff, and Curriculum Leaders provide professional leadership and management for this.

Funded teaching hours are 25 hours per week throughout the school.

Curriculum Subjects

English

Through studying English children develop skills in speaking, listening, reading and writing. They learn to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps children understand how language works by looking at its patterns, structures and origins. Using this knowledge, children can choose and adapt what they say and write in different situations.

Phonics

We use Letters and Sounds and elements of other schemes to teach phonics; this is alongside banded reading books, both group reading, and individual books for home and school use. All children in Reception and Key Stage 1 have daily phonics lessons.

Mathematics

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

Science

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

Computing

Computing prepares children to participate in a rapidly changing digital world, enabling them to use and express themselves through information and communication technology. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. To achieve this, pupils are taught the principles of computer science, and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Children are taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact online. Increased capability in the use of ICT promotes initiative and independent learning, with children being able to make informed judgements about when and where to use ICT to best effect, and to consider its

implications for home and work both now and in the future. All our classrooms have an interactive whiteboard facilitating interactive and cross-curricular teaching and learning. Our school also has a purpose built ICT room and 32 mini ipads for use in the classroom.

History

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

In history, children find evidence weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life. In our school history is planned and taught within topics using specific schemes of work.

Geography

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

Design and Technology

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

Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Children use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. Children learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. They also explore ideas and works of a variety of artists, craftspeople and designers.

Music

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

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

Physical Education

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

Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries. Working in conjunction with the Italian Consulate, we provide language lessons in Italian for children in Year 1 and 2. We offer French for children in years 3, 4, 5, and 6. Other languages in the community are celebrated through out the year.

Religious Education

Religious education develops children's knowledge and understanding of and their ability to respond to, Christianity and the other principal religions represented in Great Britain. By exploring issues within and across faiths, children learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures. RE encourages children to consider questions of meaning and purpose in life. Pupils learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious, moral and social issues. Children develop their sense of identity and belonging, preparing them for life as citizens in a plural society.

RE is a statutory requirement, but not contained within the National Curriculum. Our school follows the Cambridgeshire agreed syllabus. Parents have the right to withdraw their children from Religious Education. Such requests need to be submitted to the Headteacher in writing.

Sex and relationships education

All primary schools are required to maintain a policy on sex education, and at our school relationships and sex education (RSE) is introduced through topic work. Each year group addresses the topic of growing up, and there are opportunities for children to learn about relationships, friendships and family, and how we value one another. Year 5 and Year 6 learn about puberty and Year 6 discusses reproduction in more detail. Parents are consulted about this in advance, and are welcome to view the materials we use.

Parents have the right to withdraw their children from parts of sex education. Such requests need to be submitted to the Headteacher in writing.

Personal, Social and Health Education and Citizenship (PSHCE)

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

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

A multicultural school with an international dimension to the curriculum

At Newnham Croft we are proud of our multi-cultural, warm and friendly character. Children come to us from all over the world, from a variety of different cultures and speaking many different languages, and we celebrate the benefits this brings to our entire school.

Teachers enhance the curriculum by building international opportunities into their planning, where possible we use the knowledge and expertise of our international families by involving them in appropriate curriculum activities, welcoming the learning opportunities this brings for the children.

In the autumn term we have an international evening to celebrate and welcome our international community. The children have the opportunity of doing individual projects about their country of origin. This focus 'All about Me' is part of Personal, Social, Health, Citizenship education (PSHCE) with the emphasis on self identify. Parents are welcome to become involved and come into class to share aspects of their culture.

Enhancement of the Curriculum

Newnham Croft is not a specialist school. We aim to provide the broadest possible range of academic, social, cultural, and physical experiences for the pupils of our school, and aspire to ensure an equitable provision of positive cultural activities for all our children.

Our curriculum reflects and celebrates our cultural wealth. Working closely with parents, other schools and the university, and with sports and culture providers in our local community, we enhance provision of our core curriculum with a great variety of activities that inspire our children and extend their enjoyment and achievement.

Our children have had the chance to work with artists, poets, animators, sculptors, dancers, actors and scientists; to visit places of interest ranging from the museums, theatres, concert halls and the Botanic Gardens close by, to sites much further afield. We foster sporting connections with other schools, and offer our older pupils extended challenges, such as adventurous residential camps. Regular visits from the City Rangers, Life Skills and Learning Bus deliver workshops on a wide range of subjects.

Learning opportunities in non-core curriculum subjects are extensive, and some of these are outlined below.

Drama

We believe that staging a performance builds confidence and inspires children in many ways, and ensure that even our youngest children benefit from this by taking part in an annual Reception/Key Stage 1 Christmas production. In KS2, our children enjoy the opportunity to take part in more ambitious productions, which have cross-curricular value beyond the performance itself. Year 5 & 6 write and perform their own plays, stimulating creative writing. Whether participating in role-play in the classroom, or a whole class performance for parents, drama promotes self confidence, team work and creative thinking.

Environment

At Newnham Croft we are active in our responsibility towards the environment and are members of the Eco Schools programme. The children have formed an Eco Committee, made up of representatives from Year 3 to Year 6, and meet on a regular basis to develop our school's environmental action plan. The whole school has an input into the Eco work, and some of the areas we have worked on this year include looking at how much waste we produce and how we can reuse waste materials, considering the environmental impact of the ways we travel to school, helping to reduce litter in our community and continuing to reduce the amount of energy we use in school. We have achieved the Green Flag award three times which is great recognition of all the school does towards helping the environment. We build Eco awareness into our learning across the curriculum and have made strong links with the community. We hold an annual Eco Picnic to celebrate our school grounds and this year were accepted onto the National Garden Scheme, opening our school gardens to all.

The School Gardening Club

The school gardening club is a well established popular club that has grown and developed in concept over a number of years. The gardening club provides resources that complement work done in the

classroom. It also provides an environment where children can take part in a rich variety of gardening activities, develop a love of nature and a hobby that they can enjoy for a lifetime.

Forest School

Forest School embraces the challenges and opportunities of the outdoors. Forest School 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. Nasty weather and nasty nettles are all part of it. Nettles, dealt with carefully (in gloves), can be used to make useful string for tying up bundles of twigs as firelighters. Nasty weather is an opportunity to work together to build a den and see what makes the most water proof canopy.

Children learn all the skills they learn in the classroom but in an exhilarating way in which they must also manage risk. They will cut twigs with secateurs, use saws to cut branches, climb trees and fallen branches - and make seesaws out of logs. For the youngest pupils, learning to walk on uneven forest floors or push through chest-high grass are challenges in themselves.

Not only do all the obvious nature studies take place - but also, for example, a dark hollow can become a monster's den - and inspiration for a story can be told back in the classroom; and if they want to pull a big branch out of a hedge, children learn to collaborate and cooperate. Older children might explore, for example, how to enhance a woodland visit for the visually impaired.

Sports

Our school teams take part in a range of festivals and tournaments, both within the school and with other schools in the county. These teams include tag rugby, Kwik Cricket, hockey, cross country, football, multi-skills, tennis and gymnastics, and foster a real sense of teamwork and achievement for the children. Newnham Croft teaches the School Games Values. There are six values which form the 'Spirit of the Games': Passion, Self-belief, Respect, Honesty, Teamwork, Determination. Competition creates the ideal context in which to explore personal values and conduct, as through it children can learn how to handle victory and defeat, how to believe in their abilities and achieve their personal best, and how to respect their opponents and work with their team-mates to achieve success.

During lunchtime, children have the opportunity to take part in a variety of clubs including dance, basketball, skipping, tag rugby, cross country, football, rounders and cricket (depending on the time of year).

We hold an annual Sports Day; children take part in their houses and the winning house is awarded the cup. Parents are invited.

School clubs

We offer many after-school extra-curricular clubs and activities, ranging from code club to Latin, recorders, gardening, French, Mandarin, choir, football, archery, Lego, gymnastics, pottery, netball, dance, tennis, cookery and DT.

The broad range of cultural activities we offer at Newnham Croft is integral in ensuring a high level of inclusion, commitment to racial equality and a mature response to cultural diversity from our pupils.

Individual Development

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. Every child is different, and we are committed to meeting the individual needs of each and every one.

Pupils with English as an additional language

Many of our children speak more than one language, and we recognise that bilingualism is an asset to the development of language, learning and thinking skills. We aim to ensure a smooth and welcoming arrival for the children with English as an Additional Language (EAL) and a quick integration into the English Primary School system. Above all we want the children to feel safe, happy and confident to enable them to get the most out of their education.

We help the children to learn English by establishing from the start where the language gaps are. Our lessons are very visual to help children with EAL to build up their vocabulary, and we try wherever possible to group the children with good models of spoken English. All teachers and teaching assistants have had training to support children with English as an additional language, and we have a specialist teaching assistant who oversees our provision and works with groups or individual children as appropriate.

In addition to working with the children we understand the importance of working with the whole family and ensure that those families that may find the English language difficult are not hindered in being able to liaise with the school, and are supported in ways to help support their children.

Special Educational Needs and Disabilities

At Newnham Croft Primary School we include all children and use all available resources to meet their educational needs. Some children experience difficulties with aspects of their learning at a particular stage in their development. Through careful assessment we aim to identify and support pupils with special educational needs as early as possible.

Effective communication between school and parents is essential. Parents who have specific concerns about their children should first discuss these with class teachers, and new parents to school are asked to inform teachers if their child has previously been identified as having special educational needs.

Our policy for special educational needs and disabilities is based upon the requirements of the Code of Practice (2014) and includes the rights and duties introduced by the SEN and Disability Act 2010. The Code of Practice gives advice to schools on their statutory duties in identifying, assessing and making provision for children's special educational needs.

Teachers plan and assess work that is appropriate and relevant to the individual needs of children. Those who are identified as having special educational needs and disabilities (SEND) may be entered in the school's special educational needs and disabilities register as 'school support' and we always inform and involve parents in this process. A pupil passport is drawn up for each child on the SEND register, and targets are agreed with children and parents. The county's pupil support team advises our staff and may be involved in support teaching within school for those children who are on school support.

As with all children, those with special educational needs are encouraged to become increasingly independent and fully involved within the school.

Learning without Limits

Learning without Limits is the belief that all children (not just some children) can become more powerful, committed, successful learners given supportive conditions and generous opportunities for learning.

At Newnham Croft we encourage children to take responsibility for their learning. We encourage them to take risks, not to be afraid of making mistakes and to persevere when faced with a challenge. We try to praise the process rather than the end result. By allowing children to choose their challenge level we find that our children are self-motivated, engaged, active, inventive and imaginative; they mix with different children and work together in different and unexpected ways.

Teachers and Teaching Assistants at Newnham Croft Primary do not group children by so-called 'ability'. They do not organise teaching, or think about children and learning in terms of fixed-ability (the belief that some children simply are more able than others and that's that) and corresponding groups. Instead, each member of staff works alongside every child in their care, supporting them as they strive to strengthen and enhance their learning capacity. We do offer extension groups and support groups and encourage the children, as appropriate, to volunteer for the groups.

This does not mean that children's attainments are, or should be, the same for everybody. But differences in attainment are not seen as inevitable, and teachers and children work together to identify and lift barriers to learning. Similarly, whilst our teachers and teaching assistants have a clear idea of what individual children may attain in a particular lesson, they do not limit children to a particular activity designed for their 'ability'. They are committed to the educational principle of unpredictability. They want to be surprised by the children and so organize teaching and learning so that the door is kept open for all children to exceed their expectations.

This approach to teaching and learning is rooted in a practical, principled, pedagogical model: Learning without Limits (www.learningwithoutlimits.educ.cam.ac.uk). The Learning without Limits project is a body of work, developed in the University of Cambridge, Faculty of Education collaboratively with teachers and school leaders. The project is dedicated to developing approaches to teaching and learning that do not rely on determinist beliefs of ability. It is inspired by decades of research that have shown the many complex ways in which ideas of fixed-ability, and the practices based on them, can unintentionally limit learning.

Monitoring Children's Progress

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress reported and monitored. This is done in partnership with the children, and assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements.

At our school, ongoing monitoring and assessment throughout the year allows us to regularly evaluate the effectiveness of the strategies we have put in place to support the learning of every child.

Early Years Foundation Stage – Good Level of Development (GLD)

Newnham Croft GLD July 2018	National GLD
81.8%	72%

National Curriculum Tests

All state primary pupils in England sit National Curriculum Tests at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6). This is part of the National Curriculum and aids us in monitoring progress.

National Curriculum Tests take place in year 2 (at the end of infants) throughout May. Each child is teacher-assessed in reading, writing (including spelling and handwriting), mathematics (including number, shape, space and measurement) and science. The National Curriculum test results are used by teachers as part of their assessment.

Year 6 children take tests in Grammar, Punctuation and Spelling; Reading and Mathematics on set dates in mid-May. Test results are then submitted to the school's local authority and to parents by the end of the summer term. Assessments are reported using the teacher assessment frameworks for the end of KS1 and end of KS2, as well as the end of KS2 national curriculum tests results.

Newnham Croft Primary School National Curriculum Tests results 2018

We are pleased that our National Curriculum test results are above the national average, and this is detailed in the tables below.

To contextualise the results, it is worth noting that our school differs from many other Cambridgeshire schools in that we have a high percentage of children with English as an additional language (EAL) and

a relatively low number of children who receive free school meals (pupil premium). The population is highly transient due to the high number of professionals and postgraduate students visiting from overseas. We are constantly working towards the best possible levels of attainment and achievement for each individual child, and are proud of what our pupils have achieved.

Key Stage 1

This table shows a summary of the 2018 National Curriculum assessment results of pupils in the school and nationally at the end of Key Stage 1, as a percentage of those eligible for assessment. The results are teacher assessments, informed by statutory tests.

The number of eligible children is: 33

KS1 Attainment Data		
	School	England
Key Stage 1 Cohort	33	
Percentage working at 'greater depth' than the expected standard		
Reading	27	26
Writing	9	16
Mathematics	33	22
In all three (R,W & M)	20	9
Percentage achieving the expected standard		
Reading	85	75
Writing	79	68
Mathematics	88	76
Science	89	83
In all four (R,W, M & S)	79	65

National phonics results 2018 Year 1

The following table compares the percentages by phonics result for the school in 2018 with the national results.

		Wa	Wt	A	D
All Pupils	National	83	17	0	0
	School	76	21	0	3
Boys	National	79	21	0	0
	School	76	24	0	0
Girls	National	86	14	0	0
	School	80	20	0	6

Figures may not add up to 100 because of rounding and because percentages for L and Q marks and missing marks are not included.

Key Stage 2

Comparative Report

These tables show the percentage of Year 6 pupils achieving the expected standard in the National Curriculum tests 2018, compared to the national average.

The number of eligible children is: 30

KS2 Attainment Data		
	School	England
Key Stage 2 Cohort	30	
Percentage working at 'greater depth' than the expected standard		
Reading	60	28
Writing (teacher assessment)	40	20
Mathematics	23	24
In all three (R,W & M)	17	10
Grammar P&S	70	34
Percentage achieving the expected standard		
Reading	93	75
Writing (teacher assessment)	90	78
Mathematics	80	76
In all three (R,W & M)	80	64
Grammar P&S	97	78

Our progress is improving in English and now we are working on progress in maths, particularly test technique. National is 0.

	2018 78% of pupils included
Reading	+4.3 (LA 0.1) (confidence interval -1.4 to 2.8)
Writing	+1.4 (LA -1.0) (confidence interval -3.0 to 1.2)
Maths	-1.8 (LA -0.5) (confidence interval -3.3 to 0.5)

Home School Partnership

One of the most effective ways to support and monitor a child's learning is through the development of a strong and consistent partnership between home and school. With shared expectations of standards between home and school and a common ethos of caring and valuing children's efforts and achievements, parents and teachers can work together to achieve the best for the children.

Good communication about your child's progress is vital. Open afternoons are held each term and provide an opportunity for children to share their learning with their parents/carers. Parent Consultations are held twice a year, in the Autumn and Spring terms, giving parents a formal opportunity to meet with the class teacher to discuss their child's progress in detail. Informal meetings at other times are always welcomed, and can be arranged direct with the class teacher. Detailed written reports are sent home in July each year.

Home learning

The Governors and staff of the school believe that one of the most effective ways to support a child's learning is through the development of a strong and consistent partnership between home and school.

At Newnham Croft we believe that formal homework tasks other than those mentioned below have limited impact on a child's progress. We believe that our children put 100% of their energy into the school day and generally make the most of the learning opportunities that we provide. After school it is useful if children can enjoy reading with their parents/carers and spend some time practising basic skills such as spelling, number bonds and times tables. We have set out below some guidelines for parents to follow to encourage home learning and our school website has a home learning page with links to resources. The guidelines contain a number of ideas for involving children in reading, maths and other learning activities. Parents and Carers may also like to make use of resources available on the Internet. However rather than spending time on longer pieces of homework, we believe it is much more useful for our children to pursue special interests, enjoy our local environment and city and relax with friends or their families. The exception to this is Year 5 & 6 children who benefit from more formal home learning tasks in preparation for the homework they will be expected to complete at secondary school.

The importance of home learning

We believe that home learning is important because:

- it supports children's progress;
- it provides opportunities for research and developing interests which may lead to life long learning;
- it encourages children to be responsible and learn independently from their peer group yet be supported in their activities by their family;
- it provides valuable practice of skills learned in the classroom;
- it encourages organisational skills;
- it prepares children for secondary school;
- it can be a shared and pleasurable activity developing a lifelong attitude towards learning.

How Parents and Carers can support their child's home learning

Parents/carers can help their children by:

- Maximising learning opportunities as they arise during normal daily activities at home such as shopping and cooking with their child.
- Making the most of their local environment e.g. parks and museums in Cambridge as well as special events for children outside of school.
- Helping their child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
- If appropriate, checking that home learning details are filled in clearly and regularly in the home learning books.
- Making sure there are suitable working conditions at home.
- Taking a positive and active interest in their child's learning at home
- By providing explanations and encouragement but making sure that the home learning is all their child's work.
- Letting us know if there are any problems with home learning that cannot be resolved at home. We do not want this to be the cause of conflict at home. If this is the case parents should contact the class teacher in the first instance who will be glad to help.

School Matters

The welfare and wellbeing of our pupils is at the heart of all our school policies.

Full details of all school policies, including our complaints procedure, can be accessed via our school website and are available on request from our school office. Many of these policies are outlined below, with key information about life at school.

Children's Welfare

Safeguarding

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

The law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Records of welfare concerns may be kept about children. School staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may....do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.

The school's Child Protection Policy is available on the school website.

Designated Senior Member of Staff for Safeguarding Children: Mr A Matthews (Headteacher)

Deputy DSMS: Mr E Ferguson (Deputy Head)

Governor with Safeguarding responsibility: Mrs S Baalham and Mrs K Fry

School Council

The School Council is an ideal opportunity for children to be more involved in the way the school is run. The School Council benefits the whole school, children and teachers, because it provides opportunities for children to communicate their feelings as well as influence decisions that are made. All children and staff are school councillors. Being members of the school council develops skills such as confidence, communication and negotiation. It is the responsibility of each councillor to ensure that they express both their own view and listen to the views of all the other children and adults during the meetings.

Behaviour

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

We expect everyone in our school community to follow the Newnham Code:

- Be kind*
- Be respectful*
- Be a thinker*
- Never give up.*

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

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

Equality and cohesion

We welcome our legal obligations with regard to equality and cohesion and are guided by seven principles.

- All learners and potential learners are of equal value: whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin or national status, whichever their gender.
- We recognise and respect diversity: Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to disability, ethnicity and gender.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

- Staff recruitment, retention and development: Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult widely.
- Society as a whole should benefit.

Data protection

Newnham Croft Primary School is committed to data protection and data privacy and we are compliant with the General Data Protection Regulations (GDPR).

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical information
- Special Education Needs information
- Exclusions/behavioural information
- Personal information about a pupil's parents and/or other relatives (such as name, contact details, relationship to child)

Why we collect and use this pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- To share data for statutory inspections and audit purposes

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for varying lengths of time depending on what the information is.

Who we share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority authority (Cambridgeshire County Council)
<https://www.cambridgeshire.gov.uk/data-protection-and-foi/information-and-data-sharing/>
- the Department for Education (DfE)
- Agencies we commission to deliver services on our behalf

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils' data with the Department for Education (DfE) and Local Authority (LA) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Please see our school website for further details and Privacy Notices.

Charging policy

Newnham Croft Primary School is funded by the LA and has a responsibility to provide the National Curriculum free of charge to all children. However, there may be some occasions during the school year when parents will be asked to contribute to cover the cost of activities not generally affordable within the normal school budget. Such activities may include the cost swimming lessons, class visits to a place of local interest or for visiting professionals such as theatre groups or workshop leaders. Financial contributions cannot be enforced, but if the school is unable to secure funding in this way activities may be limited or cancelled, so we are grateful for the support of parents in this matter.

If a parent wishes to discuss any difficulties with financial contributions then they should contact the Headteacher in confidence.

Collective worship

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

Parents have the right to withdraw their child from assemblies. Such requests should be made in writing to the head teacher.

Health

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

Medicines in school

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

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

Inhalers can be kept in school in classrooms, after discussion with the school about a child's particular needs.

Head lice

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

Sickness and diarrhoea

Children must be kept at home for at least 48 hours after the last attack occurred. Please do not bring children back to school before that time because it puts children and adults at risk from infection.

Daily Life at School

Attendance

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. If for any reason your child is absent, it is vital that you inform the school office on the first morning of absence. Messages can be left in person from 8.30 am or by telephone.

The Department for Education requires schools to record reasons for absence, and all absences must be explained. If an absence is left unexplained it will be recorded as unauthorized and will appear as such on the child's end of year report. Repeated unauthorised absences may result in a referral to an Education Welfare Officer and a Penalty Notice or legal proceedings may be incurred by parents or/and carers (please see the Attendance Policy for more details).

Authorised absences are generally those due to illness, medical appointments or religious festivals. If a parent wishes to take a child out of school for other reasons, then permission has to be sought from the Headteacher using the appropriate form which is available from the school office.

It is expected that families make holiday plans for when school is closed. Schools are no longer allowed to authorise any holiday time during term-time.

Requests for leave of absence, other than holidays, must be discussed with the Headteacher. It may be possible for leave to be granted in exceptional circumstances, but please note that school places are not normally kept open for longer than four weeks absence.

School meals

We are proud of our "Healthy School" status and promote healthy eating within the school. Our school kitchen provides freshly prepared, balanced cooked meals every day. Wherever possible, ingredients are sourced locally, and a vegetarian option is always available. The menu is reviewed regularly, and weekly menus are posted on the school kitchen window, facing the playground.

Alternatively, children can bring a healthy packed lunch in a named box. If children do not bring their own drink, water and milk is provided. Please send food that your child can deal with independently, and note that fizzy drinks, crisps and sweets are not allowed.

School lunches should be paid for in advance and preferable at the beginning of each term or half term. Free school meals are available for children in certain circumstances, and we would encourage you to apply for these if you are entitled to them. Application forms are available from the School Office who will treat every case with complete confidentiality.

Mid morning snacks

All children in Reception, Year 1 and Year 2 are provided with fruit each day through a government-funded scheme. Therefore these children should not bring a snack to school. Children in Years 3, 4, 5 and 6 should bring a healthy snack, such as fruit and vegetables each day - crisps, sweets, including chocolate, are not permitted. Children should take these to classrooms at the beginning of the day and they should not be kept in lunch boxes. Children should bring in a bottle of water and there are two water fountains located in main playground.

School dress code

At Newnham Croft there is no formal uniform, but we do have a dress code which all children are expected to follow. It is school policy that all children wear appropriate clothing to enable them to participate fully in all school activities, including learning outside.

Our school dress code is based on:

- good health and safety practice;
- being practical;
- being smart and promoting a positive image of the school;
- being suitable for a school environment, including being suitably modest.

There are full details on the school website, and here are some key guidelines:

- As good health and safety practice, no jewellery (including earrings) should be worn; only watches and small objects of religious significance are permitted. Long hair should be tied back whenever possible. For similar reasons, shoes, trainers or sandals with backs or back straps should be worn; not flip flops or backless sandals.
- In summer, tops with short or long sleeves (not straps) should be worn to protect shoulders from the sun. We recommend children bring sun hats with neck protection during the summer months. Sun Cream should be applied at home and if needed during the day then parents are requested to provide cream which children can apply themselves. It must not be shared with others, in case of allergies.
- In winter, as soon as cooler weather sets in all children should come to school in warm, waterproof outside clothing which is removed whilst in school and worn during playtimes. Children are expected to go outside in all weathers, so this clothing is important.

Some children also choose to wear clothing which bears the school logo. The PTA offers a school fleece, sweatshirt, polo shirt and PE kit, as well as book and PE bags. Order forms are available from the School office.

PE kit

It is necessary for the children to change for P.E, including socks and footwear. Children should wear shorts, a plain T-shirt, and plimsolls or trainers for outside. In colder weather children may wear tracksuits. For swimming girls should wear one-piece swimming costumes and boys should wear swimming trunks or shorts. Long hair must be tied back.

All kit should be kept in a named slim-line PE bag on cloakroom pegs. Long hair must be tied back with soft bands, not bobbles or large clips. Fastenings and clothes that are difficult for young children to manage and remove independently should be avoided.

Lost property

A lost property box is situated in the conservatory cloakroom next to the library where any lost clothing is kept. Each half term, after due warning, the box is cleared and the clothes given to charities. Please name all clothes and shoes and regularly check that that your child has brought all their clothes home.

Travel to school by bicycle

Many of our children cycle to school. While this is to be encouraged for older children who live some distance from school, we do urge parents to be diligent in making their children aware of the dangers of the roads around our school. We do not recommend that children under 10 years old should cycle to school unaccompanied.

The county Bikeability scheme is run for children in Year 5.

It is expected that all children wear a cycle helmet. Bicycles must be locked up in our cycle stands next to the school. The school cannot be held responsible for loss or damage of cycles brought to school.

Road safety

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

Security

The school takes the matter of the safety of children and general security very seriously. The school doors and gates are locked once the school has commenced. Latecomers and all visitors to school are asked to report to the main entrance. The school gate is only unlocked from 8.30 am until 8.50 am and 3.10 pm until 3.25 pm. it is vital that you report to the school office when visiting school.

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

Change of address

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

Parents, Friends and the Community

There are many ways in which parents and friends contribute to the school, whether generously sparing time and sharing knowledge as volunteers working with the children, or in supporting the fund-raising ventures which are so valuable in providing the school with resources for the children which we could not otherwise afford.

Parents and friends of the school

We are fortunate in having enthusiastic parents and members of the community who enjoy being involved in the work and life of Newnham Croft Primary School. Some parents are able to volunteer to help in classrooms, share their particular skills, organise clubs and help with school visits. If you would like to help in any way, please let us know.

All regular volunteers have to go through a security check. The office will advise you about the procedure and documents you need to provide.

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

Parent Teacher Association (PTA)

We have a lively and hard-working PTA, who raise considerable funds each year and make an enormous difference by enabling us to purchase resources that enhance our school and which would not be affordable within our usual budget. Recent PTA funding has contributed to the new 'island' playground area, new dictionaries and atlases for the whole school, a Design Technology workbench and tools (enabling in-school sessions as well as a new after school club), refurbishment of the school music room, a new projector for the school hall, additional whole school forest schools sessions, and enrichment resources requested by classroom teachers (such as kitchen role play equipment in R/1, extra reading scheme books for years 1 and 2, and construction resources in Reception). Resources such as the 20 mini iPads available for pupil use were also funded by the PTA, furthering ICT learning at school.

PTA events are also a great way for families to socialise and get to know each other; coming together as a school community, sharing experiences and providing support. The biggest annual events are bonfire night and the winter and summer fairs, which bring both the school and local community together. Other events include quiz, curry and film nights for adults, and discos, film nights and a weekly 'treat stall' for children. For the second year in a row, the PTA and school gardening volunteers took part in the National Gardens Scheme open gardens day, inviting members of the public to come and see our fabulous volunteer-maintained gardens and sample some PTA cream teas.

Everyone with a child at the school is automatically a member of the PTA and in addition, there is an executive body which leads the PTA and is elected annually at the PTA AGM. The PTA holds formal meetings to discuss fundraising plans, funding requests from school and other business, as well as informal social gatherings locally which are a chance for parents to chat and get to know each other outside of the school run. All parents are warmly invited to come to both the meetings and the socials, and to take active role in their school community.

You can find out more at the PTA website, www.newnhamcroftpta.btck.co.uk.

Eco group projects and fundraising

Our vision is for Newnham Croft to be recognised as a leader in planning, implementing and monitoring Eco-sensitive strategies that save resources, conserve the environment and enhance learning. The whole school community plays a part in this, with enthusiasm, commitment and fundraising for our environmental campaigns. One of these campaigns resulted in the installation of just under 4Kw capacity of photovoltaic solar panels on our school roof to generate clean, free electricity for the school. The Solar School project is also a great learning resource. We have a display monitor installed in school so that children can see how much energy is being generated by the panels week by week, and can see how the sun's energy is being turned into electricity, hopefully inspiring them to help deal with future energy issues when they are older.

Newnham Educational Trust

The Newnham Education Trust (NET) is a charitable trust which exists to benefit the education of children at our primary school. From time to time we are fortunate to receive donations from friends of the school, and the Trust allows us to maximise the benefit of these donations by recovering tax under the Gift Aid Scheme for Charities. Currently, for each £1 gifted to NET by a 22% rate tax payer, NET is able to reclaim an additional 28p from the Inland Revenue at no cost to the donor.

NET welcomes any donations, whether made under the Gift Aid Scheme or not. If you wish to donate to NET, and would like to know more about how your donation could be used for the benefit of the children, please feel free to discuss this with the head teacher.

If you have any general queries regarding NET, you can contact the Secretary by email at liziday@btinternet.com, or by phone on 01223 369110.

On site links with the local community

We are fortunate in having a community room as part of the school. This is a large, pleasant room, with its own toilets, a small kitchen area, and a sheltered paved garden. It is available for hire for classes, meetings, parties and so on, and is used on a regular basis by several groups.

Each morning the **Newnham Nursery** is held in the community room. This is run independently of the school, but we foster close interaction with the nursery, as many of the children who attend the nursery go on to join Reception at our school. Details are available at www.newnhamnursery.co.uk.

Each afternoon an **After School Club** is held straight after school closes in the community room. This is run independently of the school, and details are available at www.thenewcroftclub.co.uk.

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

If you would like to use the school hall or community room facilities for an event or require a venue for your organisation or group, please contact the school office on 01223 508737.

Leaving Primary School - the Transition to Secondary

In the Autumn Term of Year 6, families are issued with a booklet outlining provision for secondary education in the area. The form in this booklet needs to be completed and handed in to our school office. The deadline for admissions is included on the form.

Newnham Croft is a feeder school for Parkside Community College, and we foster close links with Parkside in order to aid the transition from Primary to Secondary.

Whilst many of our pupils go on to Parkside, others may go to Netherhall, Chesterton or Comberton, or to one of the Independent Schools in the area or elsewhere.

We wish all our leavers well on the next stage of their adventure in education.

