



Newnham Croft Primary School

School Prospectus 2016-2017

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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 carefully 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 International School Award from the British Council three times; it is for outstanding developments of an international dimension in the curriculum. We have achieved the Eco Schools Green Flag award twice for our commitment to becoming an Eco school. 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. The school has had the Health Promoting Schools Award as recognition for work that shows understanding of the importance of investing in health and well-being to help raise levels of pupil achievement. We are a University Partner school, involved in training new teachers, and we have previously been awarded the Artsmark award for our commitment to providing opportunities across all art forms.

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.

We hope that you will enjoy being part of the Newnham Croft school community and we very much look forward to working with you as a partner in your child's education.

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 236 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.

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:

- enjoy attending Newnham Croft Primary School
- benefit from the cultural diversity within school
- be effective learners
- feel safe, secure and supported
- feel successful and develop their potential
- contribute positively to school
- be kind
- be respectful
- be a thinker
- never give up

We want all parents to:

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

We want the wider community to:

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

We want all staff to:

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

We want all 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

Mrs Sharon Williams

Deputy Headteacher

Mrs Juliette Fraser

Mr Edward Ferguson (Acting Deputy Headteacher)

Teaching Staff

Mrs Judith Cullen

Part-time cover teacher

Mr Edward Ferguson

Class teacher

Mrs Juliette Fraser

Class teacher part-time

Miss Sarah Garrison

Class teacher

Mr Nick Goller

Class teacher

Miss Katy Holliday

Class teacher

Ms Razia Mangera

Class teacher

Mrs Nicola Marroncelli

Part-time cover teacher

Mrs Katerina Onatskaia

Part-time music teacher

Mr Tom Pinnock

Class teacher/SENCo

Mrs Jo Turner

Class teacher part-time

Miss Katie Wakelen

Class teacher

Teaching Assistants

Mrs Liz Anderson (Early Years)

Miss Sarah Blake (Early Years)

Mrs Lynne Burke

Mrs Selina D'Oyly

Mrs Tracy Elbourne

Miss Hong Fang

Mrs Angelina Mahoney

Mrs Alison McFarquhar

Mrs Julie Meredew

Ms Michelle Noble

Mrs Emily Palmer

Mrs Nicola Wood

Office Manager

Mrs Helen Bracey

Finance Manager

Mrs Lynda Scott

Site Officer

Mr Aleksander Jach

School Cook

Ms Michelle Noble

Catering Assistant

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:

- helping to establish the aims and policies of the school;
- to draw up the School Development Plan;
- to draw up an action plan after inspection and monitor its implementation;
- to publish specified information to parents, including the Annual Profile;
- to exercise general direction in the conduct and curriculum of the school;
- to ensure the right provision is made for children with special educational needs;
- to deploy the school's delegated resources according to the school's priorities and needs;
- to appoint, promote and deal with personnel matters generally, in accordance with 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 Stefano Pozzi	Chair/Co-opted Governor
Mrs Sharon Williams	Headteacher
Mrs Juliette Fraser	Deputy Headteacher/Co-opted Governor
Mr Edward Ferguson	Staff Governor
Cllr Lucy Nethsingha	LA Governor
Mr James Pateman	Co-opted Governor
Mr Hugh Clough	Co-opted Governor
Mr Tony Langford	Co-opted Governor
Mr Vic Sehgal	Co-opted Governor
Mr Tom Kendon	Parent Governor
Dr Kirsty McDougall	Parent Governor
Ms Lucy Richer	Parent Governor
Mrs Shantha Baalham	Parent Governor
Mr Andy Vowles	Parent Governor
Mr Nick Whitehead	Co-opted Governor
Jennifer Hefti	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 September 1st and the following August 31st.

Priority is given to those living in the school's catchment area. A full list of roads in the catchment area is available within the 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 couple of sessions 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 and home visits take place during the previous term. 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 until 3.25 pm to ensure that children do not leave unaccompanied, unless they have permission to do so. At 3.25 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 2016/17

Autumn Term 2016

Staff training day

Thursday 1 September

Staff training day

Friday 2 September

Autumn term opens

Monday 5 September

Half term

Mon-Fri 24-28 October

Autumn term closes

Tuesday 20 December

Spring Term 2017

Staff training day

Wednesday 4 January

Spring term opens

Thursday 5 January

Half term

Mon-Fri 13-17 February

Spring term closes

Friday 31 March

Summer Term 2017

Staff training day

Tuesday 18 April

Summer term opens

Wednesday 19 April

May Day

Monday 1 May

Half term

Mon-Fri 29 May-2 June

Staff training day

Monday 5 June

Summer term closes

Friday 21 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 24 children in each class.

In September 2016, 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 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, Jolly Phonics, LCP phonics and the Rigby Teaching Scheme 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, working in conjunction with Parkside Community College. 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 sex and relationships education 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 all or part of sex education. Such requests need to be submitted to the Headteacher in writing.

Personal, Social and Health Education and Citizenship (PHSE)

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.

Newnham Croft Primary School has been awarded the British Council's award International School Award for outstanding development of the international dimension of the curriculum.

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 summer term we have an international evening to celebrate our international community. The children have the opportunity of doing individual projects during the second half of the term 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 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 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 write and perform their own play, 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 1 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 reducing our litter in the school grounds, monitoring our energy use and a saving water campaign. We have achieved the Green Flag award twice which is great recognition of all the school does towards helping the environment. We build Eco awareness into our learning across the curriculum, and with the help of a Forest Schools teacher, we have recently developed our wildlife area as an outdoor classroom; making a circle of logs to sit on, clearing pathways and building a bug hotel.

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.

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 county, Football, Multi-Skills, Tennis and Gymnastics, and foster a real sense of teamwork and achievement for the children.

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 Tech Club to Drama, Maths, Literacy, Recorders, Gardening, French, Choir, Orchestra, Football, Archery, Lego, Gymnastics, Art, Pottery, Netball, Dance, Tennis and Cookery.

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

At Newnham Croft Primary School we are determined to include all children and meet their educational needs. Some children experience difficulties with aspects of their learning from time to time. Through careful assessment we aim to identify and support pupils with special educational needs as early as possible.

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

The school's policy for special educational needs is based upon the requirements of the Code of Practice (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 (SEN) may be entered in the school's special educational needs 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 SEN 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. We do offer extension groups and support groups and encourage the children, as appropriate, to volunteer for the groups.

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.

New 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), maths (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 their tests on set dates in mid-May. Results are then submitted to the school's local authority and to parents by the end of the summer term. 2016 assessments will be reported using the new interim 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 SATS (Standard Assessment Tests) results 2015

We are pleased that our SATS 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 achievement for each individual child, and are proud of what our pupils have achieved.

Key Stage 1

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 34 Figures may not total 100 per cent because of rounding.

			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
S&L	All	School	0	0	-	53	-	47	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	All	School	0	6	6	12	38	38	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	All	School	0	9	9	21	32	29	0	0	0
		National	2	11	16	30	23	16	0	0	0
Maths	All	School	0	6	6	21	35	32	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	All	School	0	3	-	59	-	38	0	0	-
		National	2	8	-	68	-	22	0	0	-

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

National phonics results 2015 Year 1

The following table compares the percentages by phonics result for the school in 2015 with the national results for 2014.

		Wa	Wt	A	D
All Pupils	National	74	24	0	2
	School	85	15	0	0
Boys	National	70	27	0	2
	School	87	13	0	0
Girls	National	78	21	0	1
	School	83	17	0	0

Key Stage 2

Our KS2 results show that attainment at level 5 is significantly above the national average in both English and Maths. Attainment at level 4 is also above the national average.

Comparative Report

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 33

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS											
		Percentage at each level									
		W	1	2	3	4	5	6			
English	School	0	0	0	3	36	61	0		0	0
	National	1	1	2	9	47	39	2		0	0
Mathematics	School	0	0	0	3	33	36	27		0	0
	National	1	0	2	9	44	36	8		0	0
Science	School	0	0	0	0	36	52	12		0	0
	National	1	0	2	9	49	38	0		0	0

TEST RESULTS										
		Percentage at each level								
		B	3	4	5	6				
Grammar Punctuation & Spelling*	School	0	3	15	58	24		0	0	
	National	3	18	24	49	4		3	0	
Reading	School	0	3	9	82	6		0	0	
	National	3	6	39	49	0		2	0	
Mathematics	School	0	3	24	48	24		0	0	
	National	3	10	44	33	9		1	0	

A represents pupils who were absent.

B represents pupils who were working below the level of the test.

D represents pupils who have been disapplied from the national curriculum.

T represents pupils working at the level of the assessment but unable to access the test.

W represents pupils who were working towards but have not yet achieved the standards needed for level 1.

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. 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.

Homework

Homework is part of the partnership between home and school, making a significant contribution to your child's progress.

At our school we believe that homework 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 work 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.

Children are expected to undertake homework that is appropriate to their age and ability, and class teachers will inform parents of homework tasks on a weekly basis. Full details can be found in our homework policy on the school website, which gives detailed information about each age group, and outlines ways in which you can best support your children with their work at home.

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: Mrs S Williams (Headteacher)

Deputy DSMS: Mrs J Fraser (Deputy Head)

Governor with Safeguarding responsibility: Mr S Pozzi

School Council

The School Council is an ideal opportunity for children to get 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

The school holds information on children in order to run the education system and have to follow the Data Protection Act 1998. The school holds information on children in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the LA, to another school to which the pupil is transferring, to the Department for Education and Skills and the Qualifications and Curriculum Authority which is responsible for the National Curriculum and associated assessment arrangements.

A Cambridgeshire County Council Leaflet entitled “Fair Processing Notice” with further information is available from the school.

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. Please contact the school office if you would like to make an appointment to see the school nurse.

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, either in classrooms or in the medical cupboard 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.

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. Due to recent instruction from the DFE 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 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 are welcome to bring in a bottle of water, however a water fountain is located in both key stages.

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 plimsoles 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, making an enormous difference to the school by enabling us to purchase resources not normally affordable within the usual school budget. Recent PTA funding has contributed to 20 mini i pads which support our IT learning, desktop computers, construction toys, funding for school trips; and have improved our school environment by contributing to refurbishment projects small and large. One of our key projects at present is to refurbish the school library, which will be a fantastic, welcoming resource for every child at school.

PTA events also provide an enjoyable way for families to socialise and get to know each other, coming together as a school community and sharing an experience. Our biggest annual events are the winter and summer fetes - this year with a Wild West theme. Other events include quiz, curry and film nights, and we are constantly looking for new entertaining fundraising opportunities.

All parents and staff automatically belong to the PTA and an executive body is elected annually at the School's AGM. This group meets regularly, and all parents are welcome to come along to PTA meetings - please get involved, in whatever way you are able.

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.

In September 2011 we were delighted to be picked as one of 10 pilot schools nationally for the Solar Schools project run by energy saving campaign group 10:10. Through the generous donations of individuals, local companies, university colleges and fantastic fundraising events run by the PTA, our Solar School campaign raised more than £10,000, and in February 2012 we were able to install 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.