LIONEL WALDEN PRIMARY SCHOOL



SCHOOL PROSPECTUS 2017-2018

Lionel Walden Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

LIONEL WALDEN PRIMARY SCHOOL

Headteacher – Mrs Sally-Anne Barnard-Taylor

High Street
Doddington
March
Cambridgeshire
PE15 0TF

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Fax: 01354 741514
Email: office@lionelwalden.cambs.sch.uk
Website: www.lionelwalden.cambs.sch.uk

Dear Parents,

The staff and I are pleased to welcome your child to Lionel Walden Primary School and hope that they will be happy and successful here.

Your support for your child and your interest in the school are extremely important to their education. The school will try to involve you and work with you as much as possible. There will be termly meetings where you can talk to your child's teacher about their progress and achievement and perhaps ways in which you can help. At the beginning of each term, a 'Link Up' is sent home which outlines the key parts of the curriculum being studied as well as providing information and reminders about P.E. kits, swimming lessons and special events. Please also visit our school website on a regular basis (address above).

Your child will be involved in Class Assemblies at least twice a year. These are usually on a Friday and you will be invited into the school hall to watch. We provide a crèche, run by members of staff, for Pre-School children and babies. Afterwards coffee is served for parents in the staff room to provide an opportunity to meet informally with your child's class teacher.

We hope that you will find school a friendly place where you will feel welcome. If you are able to spare a few hours and would like to help in school, please speak, in the first instance, to your child's teacher. Please come in to school if you have any concerns or are unsure about anything. The class teachers and I are always available by reasonable arrangement. We will not hesitate to contact you if we have any concerns about your child.

This booklet has been produced to give you as much information as possible about the school. In it we have set out our aims, policies and organisation. It is not in any way a total record and if there are any other questions, please contact me and I will try to answer them.

Yours sincerely,

S. A. Barnard-Taylor
Headteacher

LIONEL WALDEN PRIMARY SCHOOL



The purpose of our school is to provide quality education and to develop that quality through partnership whilst putting children at the centre of all we do.

Systems, structures and policies are in place to enhance the quality of learning experienced by the children in our care and improve their standards of achievement.

We believe quality education is founded on the strong foundation of basic skills, which are promoted throughout the school.

This strong foundation enables children to benefit from an extensive range of learning experiences, events and activities as they progress through the school.

We believe in a strong partnership between school and home, encouraging parental involvement in all aspects of school life.

All relationships in school should be founded on respect, courtesy, honesty and fairness.

We expect everyone in school to work to the best of their ability at all times.

Staff

Headteacher:	Mrs. S. A. Barnard-Taylor
Deputy Headteacher:	Mrs. N. Bayes
Teachers:	Miss V. Bennett
	Miss R. Coulthurst
	Mr. J. Harfield (Senior Teacher/SENDCo)
	Mrs. S. Harrison
	Mrs. J. McBeath
	Mrs. F. McLean
	Mrs. E. Nell
	Mrs. E. Riches
	Mrs. S. Whatling
Pre-School:	Mrs. N. Burgess
	Mrs. C. Covill (Pre-School Leader)
	Mrs. Z. Fitzpatrick (Assistant Pre-School Leader)
	Mrs. S. Jackson
Office Manager:	Mrs. L. Clarke
Administrative Assistant:	Mrs. S. Brighty
Teaching Assistants:	Mrs. S. Brighty
	Mrs. S. Cotter
	Mrs. H. Fiore
	Mrs. S. Gupta
	Mrs. L. Herbert
	Mrs. H. Jones
	Mrs. R. Kent
	Mrs. B. Loizou
	Mrs. K. MacKenzie
	Mrs. K. Naughton (Senior Teaching Assistant)
	Mrs. M. Rowlands
	Mrs. R. Slater
	Ms. K. Stewart
	Mrs. A. Trevayne-Smith
	Mrs. T. Weare
Midday Co-ordinator:	Mrs. T. Weare
Midday Supervisors:	Mrs. E. Emmett
	Mrs. D. Gunn
	Mrs. S. Howard
	Mrs. S. King
	Mrs. S. Wild
Lunchtime Teaching Assistants:	Mrs. J. Yarker
Caretaker:	Mr. P. Marsh

Cleaners:	Mrs. S. Brereton Mrs. C. Harness Mrs. H. Long
School Crossing Patrol:	Mrs. H. Long
School Kitchen:	Mrs. H. Long Mrs. B. Miller Mrs. D. Scrivener
Swimming Teacher:	Mrs. E. Hill

Governors

Clerk to the Governing Board

Mrs. L. Clarke

Headteacher:

Mrs. S. A. Barnard-Taylor

Local Authority Representative:

Mr. A. Naughton **Vice Chair**

Parent Governors:

Mrs. C. Buckle
Mrs. M. Hart
Mrs. S. Gowler

Staff Governor:

Mrs. K. Naughton

Co-opted Governors:

Mrs. V. Cronin
Mrs. J. Dale **Chair**

Associate Governor:

Mrs. N. Bayes

Aims of Lionel Walden Primary School

- To enable each child to develop their full potential in each area of the curriculum.
- To help enable children to fulfil their potential in all aspects of their school life.
- To help prepare children for adult life.

In meeting these core aims we intend to:-

- foster in children an understanding and appreciation of moral values and to promote tolerance of other races, religions and ways of life;
- develop an understanding of the world in which we live and to encourage a love of the arts and sciences;
- help each child develop a lively, inquiring mind giving them an ability to question and argue rationally and to apply themselves to tasks;
- fully prepare children for the secondary phase of their education, to teach children to be resourceful, resilient and reflective with the necessary tools to become lifelong learners.

National Teaching School

Lionel Walden Primary School was selected by the National College for Teaching and Leadership (NCTL) and became a National Teaching School in 2014 - an important role in raising standards. Teaching Schools take a leading role in recruiting and training new entrants to the profession, identifying leadership potential and providing support for other schools. They work with partner schools in an alliance, including at least one university, to ensure high quality school-led initial teacher training and professional development opportunities for teachers at all stages of their career. They raise standards through school-to-school support, engage in research and development, and ensure that the most talented school leaders are spotted and supported to become successful headteachers.

We are extremely proud to be designated as a National Teaching School. This designation builds on our expertise in Initial Teacher Training, School to School Support and Continuous Professional Development. We also provide additional training and development programmes, in conjunction with our partner schools, such as the Outstanding Teacher Programme, Improving Teacher Programme and programmes for Newly Qualified Teachers and Recently Qualified Teachers, plus network meetings for Deputy/Assistant Headteachers, SENDCos and Subject Leaders. NCTL has responsibility, in partnership with headteachers from the Teaching Schools Council, for the designation and quality of the teaching schools' programme. Charlie Taylor, Chief Executive of NCTL at the time, said Lionel Walden School Primary School should be very proud of its Teaching School status. It recognises the school's outstanding performance and its track record of raising standards through supporting other schools.

OFSTED Inspection

The school was last inspected in March, 2009 and since then the school has continued to evaluate its own performance, together with external advisers, ensuring ongoing high quality provision. The Report is as follows:

Introduction
The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of the school's current drive to raise standards in writing
- the actions the school is taking to raise the number of pupils attaining higher than expected levels
- what the school is doing to raise pupils' awareness of other cultures and faiths in modern Britain
- how the school ensures that pupils are aware of the progress they are making and what they need to do to improve their work.

Evidence was gathered from discussions with governors, the Headteacher, staff and pupils. Inspectors observed lessons, playtimes and an assembly. They also analysed the school's assessment data, a range of other documents, including the school's self-evaluation and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's assessments in those areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school
This is a primary school of broadly average size. The percentage of pupils known to be eligible for a free school meal is low. The percentage of pupils from minority ethnic groups is below average and very few speak English as an additional language. Children start at the school with attainment which is close to that expected for their age and children in the Early Years Foundation Stage are taught in a Reception class. The percentage of pupils who have learning difficulties and/or disabilities is broadly average, as is the proportion with a statement of special educational needs. The majority of these pupils have moderate learning difficulties. The school holds a variety of awards. These include: the Activemark for Sports, the Basic Skills Quality Mark, Investors in People, the International Education Award and recognition as a Healthy School. A Pre-School group, which is accommodated on the site of the school, is managed by the governing body. There is also a breakfast club and an after-school club (The Lions' Den) managed by a voluntary committee. These were inspected at the same time as the school.

<u>Key for inspection grades</u>

Grade 1 Outstanding
Grade 2 Good
Grade 3 Satisfactory
Grade 4 Inadequate

Overall effectiveness of the school Grade: 1
This is an outstanding school that enables pupils to achieve to the best of their abilities, without ever losing sight of the importance of their personal development. This means the school prepares

pupils exceptionally well for the next stages of their education and equips them with the skills they will need in later life. The response to the parents' questionnaires reveals that parents and carers are very pleased with the quality of education their children receive. One parent spoke for many when she said, 'We are so lucky, Lionel Walden is a fabulous school.' Another parent was correct when saying, 'There is a strong work ethos throughout the school and the children are always polite and well behaved.' Very challenging targets are set for pupils' attainment. These targets are invariably met successfully because teachers set work that builds very effectively on pupils' previous learning and tracks their progress carefully. They are also very prompt in responding to the needs of any pupil who shows signs of falling behind. The school's accurate and rigorous assessment procedures show that pupils achieve exceptionally well and make outstanding progress. By the end of Year 2, standards in reading and mathematics are above average and standards in writing are well above average. By the time pupils leave at the end of Year 6, standards in English, mathematics and science have risen again, to well-above-average levels. This picture is affirmed by the work seen in lessons and in pupils' books. Pupils also achieve exceptionally well in a range of other subjects, such as art and design, history, music and physical education. The school's current focus on raising standards in writing is proving to be effective with a larger number of pupils attaining at higher than expected standards than in recent years. A similar picture is also evident in mathematics and science. Success in English is underpinned by the very effective 'Big Write' project, through which the subject leader for English also provides support for other schools. Pupils' speaking and listening skills are also promoted exceptionally well and contribute to the high standards in writing. However, opportunities to extend pupils' learning and develop their thinking through discussion are sometimes missed. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils' enjoyment of school is typified by the comment made by one when he said, 'I like literacy and numeracy best, in fact I love them.' Pupils are clearly inspired by their teachers and excellent relationships between pupils and adults help pupils to become increasingly confident learners. Their attendance is good. The school works very effectively to develop pupils' understanding of other cultures and faiths across the United Kingdom and abroad and its work in this respect is recognised by the International Schools Award. Pupils also make an outstanding contribution to their local community. Behaviour is exceptionally good, with pupils sustaining interest in their learning and exhibiting remarkable maturity when they work independently. Pupils are very knowledgeable about how to stay healthy and safe and the care, guidance and support they receive are outstanding. Measures for safeguarding pupils meet requirements fully. Pupils who have learning difficulties also make exceptional progress and are supported very well.

Teaching and learning are outstanding and the school has a very effective team of teaching assistants who make an excellent contribution to pupils' learning. Teachers take care to involve pupils in assessing their own learning and making certain they know what to do to make their work even better. Teachers have high expectations to which pupils respond superbly. Pupils are very proud of their achievements and their work, to the extent that the quality of presentation is exceptional. Lessons are typically challenging and are planned in great detail, meeting the needs of the full range of abilities very well. Careful consideration is given to building on previous learning and meeting the individual needs of each pupil. Even so, there are isolated occasions when the highest attaining pupils are not stretched as much as they might be. The curriculum is outstanding. While there is a strong focus on promoting English and mathematics, opportunities to develop learning through other subjects and pupils' creativity are not neglected. Pupils are passionate about theme days, when the whole school focuses on a single topic, as typified by the recent science week, with its popular science-homework challenge, enabling parents and their children to work together. Learning is further enhanced by a superb range of additional activities. These include the highly

regarded annual productions, in which the superb choir and every pupil take part. The poetry and book club, music ensemble, sign language and sports activities are just some of the well-attended activities arranged out of school hours.

Outstanding leadership and management underpin all this excellent work. The Headteacher, Deputy Headteacher and staff with additional responsibilities enable everyone to feel valued and contribute as part of the very successful team. There are robust procedures for the school to evaluate its performance accurately and to identify areas where it can build on the existing exceptional practice. Governors are fully involved in these processes. They are knowledgeable about the work of the school and are well placed to hold it to account for the quality of provision it makes. They are also great advocates for the school and work very effectively in partnership with the Headteacher to ensure that resources are used wisely and give best value for money. This is exemplified by the thoughtful deployment of teaching assistants and by the excellent work done to improve the quality of accommodation. Further to this, the school has recognised that its outdoor provision would be enhanced by additional playing field area. There is much at Lionel Walden that is worthy of sharing and the quality of the work of the Headteacher in providing guidance and support for other schools is widely acknowledged. The issues identified at the time of the last inspection have been addressed successfully and improvement since that time is outstanding. The school's track record of improving above average standards to well above average and building on its existing strengths means its capacity to sustain improvement is also outstanding.

Effectiveness of the Early Years Foundation Stage Grade: 1
The well-organised pre-school play group helps children to make exceedingly good progress, especially in their social and communication skills. This enables them to make an excellent start in achieving the early learning goals for their age. The strong partnership between the play group and the Reception class provides children, and their parents and carers, with an excellent induction programme. As a result children settle quickly into safe and secure routines which are fostered by the high-quality teaching, care and support they receive from staff. Children of all abilities make excellent progress, and by the time they leave the Reception class they achieve above the national average in all areas of early learning. Achievement is particularly good in their personal development and in mathematical skills. Children quickly gain confidence and show great enjoyment in learning and developing new skills. Behaviour is excellent and from an early age children are keen to be involved. The manner in which they respond to each other and share resources is commendable. Language and counting skills are a major part of everyday learning and often involve children working together to solve problems. The leadership and management are outstanding with strong teamwork to ensure that the needs of all children are met through prompt intervention and additional learning programmes where necessary. Resources are used imaginatively to provide an exciting range of learning activities. The outside play space is at present good and used well as a learning resource to support the areas of learning. Nevertheless, further improvements to this aspect of provision are imminent.

What the school should do to improve further

- Focus even more precisely on providing activities that consistently challenge the most able pupils.
- Capitalise on opportunities to extend pupils' thinking and analytical skills through discussion.

Overall effectiveness
How effective, efficient and inclusive is the provision of education, integrated
care and any extended services in meeting the needs of learners? Grade 1

Effective steps have been taken to promote improvement since the last inspection - Yes
How well does the school work in partnership with others to promote learners' well-being? Grade 1
The capacity to make any necessary improvements – Grade 1

Effectiveness of the Early Years Foundation Stage
How effective is the provision in meeting the needs of children in the EYFS? Grade 1
How well do children in the EYFS achieve? Grade 1
How good is the overall personal development and well-being of the children in the EYFS? Grade 1
How effectively are children in the EYFS helped to learn and develop? Grade 1
How effectively is the welfare of children in the EYFS promoted? Grade 1
How effectively is provision in the EYFS led and managed? Grade 1

Achievement and standards
How well do learners achieve? Grade 1
The standards reached by learners – Grade 2 *
How well learners make progress, taking account of any significant variations between groups of learners – Grade 1
How well learners with learning difficulties and/or disabilities make progress – Grade 1

* Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being
How good are the overall personal development and well-being of the learners? Grade 1
The extent of learners' spiritual, moral, social and cultural development – Grade 1
The extent to which learners adopt healthy lifestyles - Grade 1
The extent to which learners adopt safe practices – Grade 1
How well learners enjoy their education – Grade 1
The attendance of learners – Grade 2
The behaviour of learners – Grade 1
The extent to which learners make a positive contribution to the community - Grade 1
How well learners develop workplace and other skills that will contribute to their future economic well-being – Grade 1

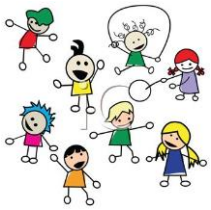
The quality of provision
How effective are teaching and learning in meeting the full range of learners' needs? Grade 1
How well do the curriculum and other activities meet the range of needs and interests of learners? Grade 1
How well are learners cared for, guided and supported? Grade 1

Leadership and management
How effective are leadership and management in raising achievement and supporting all learners? Grade 1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education – Grade 1
How effectively leaders and managers use challenging targets to raise standards-Grade 1
The effectiveness of the school's self-evaluation – Grade 1
How well equality of opportunity is promoted and discrimination eliminated – Grade 1
How well does the school contribute to community cohesion? Grade 1

How effectively and efficiently resources, including staff, are deployed to achieve value for money – Grade 1
The extent to which governors and other supervisory boards discharge their
Responsibilities – Grade 1
Do procedures for safeguarding learners meet current government requirements? Yes
Does this school require special measures? No
Does this school require a notice to improve? No

Organisation

Pre-School



A child may be admitted the term after they have had their third birthday.

Having a school based Pre-School has the advantages of building relationships between home and school, prior to children reaching school age, and for the children means a much easier transition into full time school.

The Pre-School aims to achieve a happy and secure environment for the children to come into. They will have the opportunity to socialise with their peers and to learn basic skills which will help them when they enter full time school. The children will also be familiar with the school buildings and other members of the school staff.

Children receive five sessions of three hours in length when they are admitted at the start of the term following their third birthday. A Parents' Evening for Pre-School children entering school in September is held towards the end of February. The Pre-School group comes under the management and administration of the school and is supported by some county funds. The group has at least two members of staff present at all times. Parent helpers are also encouraged.

Times of Sessions:

Mornings	8.50 a.m. – 11.50 a.m.
Afternoons	12.05 p.m. – 3.05 p.m.

Pre-School OFSTED Inspection

In March, 2009 our Pre-School underwent an OFSTED inspection and was inspected under the Early Years Foundation Stage Framework at the same time as the school. Please see details of the inspection report earlier in this prospectus.

Admissions Policy

Children will begin school in the September following their fourth birthday.

In order that the Reception teacher can greet parents and children in a relaxed atmosphere, we have adopted a system of 'staggered entry'. This means that small groups of children will arrive at twenty minute intervals during the session. This system operates on the first day only.

All Reception children will attend school for the morning session only for the first week, but will have the opportunity to attend full time after two weeks. All arrangements regarding admission to school will be explained at the meeting for the parents of new children, held during the Summer Term.

Our catchment area is defined as the parish of Doddington, although you do not have to live in the catchment area to apply. We follow the Cambridgeshire Admissions Code of Practice. All places are allocated by the Local Authority Admissions Team and not by the school itself. Information about the admissions process can be found on the Local Authority website:

https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/

The Local Authority Admissions Team also allocates school places for children who move school during their primary education. If you would like to move your child to this school you will need to complete an 'In Year School' application form. This is available on the admissions website:

http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/363/apply_for_a_school_place/

Organisation of Classes

In September, 2017 there will be seven classes at Lionel Walden. These classes are organised in year groups as follows:-

Reception Class	-	Reception
Year 1 Class	-	Year 1
Year 2 Class	-	Year 2
Year 3 Class	-	Year 3
Year 4 Class	-	Year 4
Year 5 Class	-	Year 5
Year 6 Class	-	Year 6

At Lionel Walden Primary School, our philosophy is one of targeting resources to maintain good adult/pupil ratios. Each class receives Teaching Assistant support every morning and some afternoons.

School Session Times

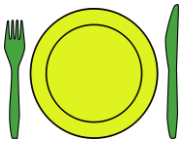
Morning	8.55 a.m. – 12.00 noon
Afternoon	1.00 p.m. – 3.05 p.m.

Children can arrive between 8.45 a.m. and 8.55 a.m. They should go straight to their classroom on arrival. Class teachers will be in their rooms from 8.45 a.m. onwards. The whole school has morning play between 10.45 a.m. and 11.00 a.m. (This may change on certain days to accommodate music tuition.)



A school crossing patrol operates outside, along the High Street, for approximately half an hour at each end of the school day.

Lunches



The lunch hour is from 12.00 noon to 1.00 p.m. All Reception, Year 1 and Year 2 children are entitled to receive a free school meal every day, which is funded by a Government initiative. We very much hope that parents will take advantage of this initiative. For pupils in Years 3, 4, 5 and 6, the price of a school meal will remain at £2.10 a day/£10.50 a week. It is the Local Authority policy and our preference that all lunches are paid for in advance, at the beginning of the week if possible (or on the day of having a school lunch, if necessary). Payment for meals not taken due to absence, can be carried forward or refunded.

Since 2010, the school has employed its own kitchen staff who prepare and cook a range of nutritious meals on a daily basis. There is always a choice of hot food as well as a salad bar from which the children can help themselves. Fresh bread is baked daily. The extensive menu is reviewed regularly and can be viewed on our school website. Special 'promotional' meals are served at special times of the year or to coincide with particular events.

If preferred, children may bring a packed lunch in a clearly named airtight container. Cutlery is not usually provided (e.g. spoons for yoghurts, etc. should be enclosed in the container). Following recent guidance from the School Food Trust, the following drinks are allowed with packed lunches in the dining hall:-

- Water (still or carbonated)
- Fruit juice
- Vegetable juice
- Milk (semi-skimmed or skimmed)
- Plain soya, rice or oat drinks enriched with calcium
- Plain yoghurt drinks

Drinks will be provided by the catering service as normal for children who have hot dinners and will follow the same guidance. Water, however, is available for all children on the dining tables.

In line with legislation on food allergens, information is available, upon request, which details a range of possible allergens for each of the items on our menu.



Children may bring a snack for morning playtime if you wish. The school operates a 'Healthy Snack Policy' in that no cake, chocolate, biscuits or crisps are allowed at morning playtime. We do ask for your support in applying this policy consistently to avoid issues arising at break times. The school also takes part in the Government's National Schools Fruit & Vegetable Scheme whereby a piece of fruit or vegetable is provided daily for all Key Stage One children.

Absences

The school would appreciate notification by telephone or email as soon as possible on each day of absence due to illness. Similarly, prior notice of dental or medical appointments should be given. However, it is anticipated that appointments will be made outside of school hours whenever possible.

PLEASE NOTE THAT WE CANNOT AUTHORISE ANY ABSENCE DUE TO HOLIDAYS BEING TAKEN IN TERM TIME. PLEASE CHECK CAREFULLY THE START AND END DATES OF EACH TERM. THESE DATES MAY NOT COINCIDE WITH OTHER LOCAL SCHOOLS.

Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Family holidays and days out do not fall into the category of 'exceptional circumstances'. All children need to be present in school to achieve their full potential. The Education Welfare Officer will be monitoring attendance more closely. Schools are required to inform Cambridgeshire County Council's Attendance Team of all children who are absent for unauthorised holidays or suspected holidays. If unauthorised term time leave is taken and attendance is at an unsatisfactory level, parents could be issued with a Penalty Notice and/or legal proceedings could be considered.

Medicines

If your child needs medicine during the day and you are unable to come in to give it personally, please obtain a Medical Information Consent Form from the school office. Medicines cannot be administered in school if this form is not completed. This form and the medicine should then be handed either to Mrs. Clarke in the school office. The same procedure applies if your child is asthmatic. Please provide an inhaler which can be left in school. **All medicines must be in their original bottles/packaging and must be clearly labelled with the child's full name**.

For further details, please refer to the 'Administering of Medicines' Policy which can be viewed on the school's website.

IT IS VITAL THAT WE HAVE CORRECT DAYTIME CONTACT TELEPHONE NUMBERS IN CASE THERE IS AN EMERGENCY OR YOUR CHILD IS ILL AT SCHOOL.

Clothing

The wearing of school uniform is very strongly encouraged. Uniform consists of a white shirt/blouse/polo shirt, navy jumper or sweatshirt, grey or navy skirt/pinafore or trousers/shorts.

School sweatshirts and navy reversible coats are available to purchase from the school office. **Please ensure that all clothing is clearly named (including shoes, plimsolls and coats).**

P.E. Kit

P.E. kit is required for games lessons. The kit consists of a plain white T-shirt, shorts (white or navy) and plimsolls/trainers. Once again, this should all be clearly named and kept in a named bag. **P.E. kit should be kept in school at all times**. Please check your child's kit periodically to ensure it still fits.

Swimming Kit



Pupils in Years 3, 4, 5 and 6 receive swimming lessons which are led by a qualified swimming teacher and supported by school staff. These lessons take place at the Empress Pool in Chatteris. For swimming, children need a costume/trunks, a towel and a brush or comb. All children are required to wear a swimming hat. We ask for a voluntary contribution of £2.00 per session which should be handed in to Mrs. Clarke in the School Office. We have a small supply of swimming hats on sale for 65p from the school office. Swimming kit should be kept in a named, waterproof bag.

Conduct

We hope to provide the same kind of caring environment that is found in any good home. We believe that everyone should be treated with courtesy and consideration, giving and receiving respect. Everyone should work and behave to the best of their ability.

We should praise and encourage each other's good points. We should be fair and consistent towards each other. We should take pride in our school and in ourselves.

Unacceptable behaviour is normally dealt with in the first instance by the class teachers. If necessary, parents will be called upon for support in accordance with the **School's Behaviour Policy** which can be viewed on the school website.

Health & Safety

Parents and children should use the **pedestrian access only** when going to and from school. The school car park is for staff cars only and should not be used as a shortcut for pedestrians.

In the interests of Health & Safety, dogs are not permitted on the school grounds. Smoking is not permitted on any part of the school grounds. Bicycles and scooters should not be ridden on school premises – we kindly ask owners to walk alongside them.

Wearing of Jewellery

As a school we have a responsibility to adopt policies and procedures which follow accepted good practice and advice in order to ensure the safety of pupils.

The Local Authority (LA) has issued guidance to all schools on Health and Safety issues relating to the wearing of jewellery, particularly in P.E. and Design/Technology lessons. **No** jewellery should be worn in school except for small, stud earrings. The LA advises that for safety and hygiene reasons the wearing of earrings, ear studs and other jewellery (metal or plastic) must not be worn during any sporting activity including swimming lessons.

Please would parents help to ensure that pupils comply with these requirements by encouraging them to leave all jewellery at home.

Class Assemblies

Class Assemblies are held in the Spring and Summer Terms. Parents are invited to watch their children perform in these. Please note that babies, toddlers and Pre-School children are **not** permitted into Class Assemblies. A crèche for these children is provided by members of the school staff. This is to ensure that all children may perform their lines without distraction. We thank you, in advance, for your understanding.

Sex and Relationships Education

The staff and Governors of Lionel Walden Primary School recognize it to be their responsibility to provide Sex and Relationships Education for all pupils. They consider it to be essential to the pupils' personal development. It is our policy that the topic of Sex and Relationships Education should be covered in Years 5 and 6 as we consider this is an appropriate age group with regards to the maturity and receptivity of the children. It will be covered as part of a wider 'Health' topic.

It is intended that all pupils will attend these classes, but parents have the right to withdraw their children from Sex and Relationships Education lessons if they so wish.

To help parents make an informed decision on this matter, at the beginning of the Summer Term a meeting will be held at which parents can view the video material used to support these lessons and ask any questions they may have. After this meeting, we will ask all parents to sign a form either giving or withholding permission for their child to take part in these lessons. Once parental permission has been given, any points raised/questions asked will be dealt with frankly and honestly as they arise.

Sex and Relationships Education lessons will normally be taken by the child's class teacher as it is felt that children will feel more comfortable and able to ask questions of an adult they know well.

In the Summer Term, all Year 5 children will watch a video on menstruation, which will be followed by a further explanation if necessary, and a question and answer session. At this stage, girls and boys will receive these lessons separately as we feel this will allow both sexes to ask questions more freely.

The following year, when children are in their final term at this school, they will watch the menstruation video again, this time as a mixed group. They will also watch a video on the subject of

puberty and the changes this brings. This part of the course will be more detailed and will cover the subject of human reproduction, pregnancy and birth.



Parents' Evenings/Reports

The Autumn Term Parents' Evening is an opportunity for you to discuss how your child has settled in to their new class. In the Spring Term, there is an Open Evening to provide an opportunity for you to come into school to view your child's work. You will also receive your child's Mid-Year Report and be given an appointment to discuss your child's progress with your child's teacher. Towards the end of the Summer Term, you will receive a more detailed report and will be given an opportunity to discuss it with your child's teacher.

Health Promoting Schools Initiative/National Healthy School Status

Several years ago, Lionel Walden School became involved with this Initiative and has continued to implement the key principles through the curriculum area of Personal, Social and Health Education (PSHE). Water coolers are installed in each classroom. We also have an annual Healthy Week in which all classes participate to promote the importance of keeping fit and healthy and how to look after our bodies. We also have the Peterborough and Cambridgeshire Life Education Centre (LEC) visit us every other year to support our teaching of PSHE. Parents are invited to attend a session on the LEC to gain information about their child's learning.

Local Schools Working Together

The schools in the Chatteris area sometimes join together and collaborate on a number of activities including sporting events and an annual Rotary Music Concert.

International Educational Award



The school has been successful in achieving the International Education Award from The Central Bureau in London. This award recognises the school's work in promoting International Education within our school over a three-year period. Since 2002, each class has focused on a different country for a week (International Week) as part of this. We have received the award every three years, most recently in 2013. We shall continue our work in this important area to promote and foster tolerance and understanding of different customs and cultures.

Basic Skills Quality Mark

At Lionel Walden we have always given Basic Skills a high priority and our school has been successful in achieving the Basic Skills Agency Quality Mark for Primary Schools four times. The Mark provides a framework for the continuous improvement of the basic skills of all of the pupils in a school.

The ten elements of the Quality Mark are set out below.

1. A whole school strategy, including an action plan, to improve performance in basic skills.
2. An assessment of pupil performance in basic skills in the school.
3. A target for the improvement of the school's performance in basic skills.
4. Basic skills improvement plans for pupils underattaining in the school.
5. Regular review of the progress made by each pupil underattaining in basic skills.
6. A commitment to improving the skills of staff in the school to teach and extend basic skills.
7. The use of a range of teaching styles to improve basic skills.
8. The use of appropriate teaching and learning material to improve basic skills.
9. The involvement of parents in developing their children's basic skills.
10. An effective procedure for monitoring the action plan and assessing improvement in performance in basic skills.

We have held the Quality Mark for more than ten years and have received the 10 Year Award. This renewal of the Quality Mark involved an external assessment against the original ten elements as well as an additional assessment relating to improvements since the last award. It is still a fundamental part of the curriculum.

Curriculum

Early Years Curriculum

The Early Years Foundation Stage (EYFS) Framework sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education. We need to ensure that our children enter school having established solid foundations on which they can build. Children will start in our Pre-School having had a range of different experiences. Within the Pre-School and Reception Year, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments.

In the Pre-School and the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued. The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive.

Workshops for parents are held throughout the year to share how children learn in school and to provide ideas and activities to support and extend their learning at home.

The curriculum is planned in seven areas of learning and development. All areas are important and inter-connected.

There are **three prime areas** which are:

• **Communication and Language Development** This involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

• **Physical Development** This involves providing opportunities for young children to be active, interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, Social and Emotional Development** This involves helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

There are **four specific areas** through which the three prime areas are strengthened and applied. These specific areas are:

• **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

• **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Characteristics of Effective Learning and the prime and specific Areas of Learning are all interconnected. They relate to:-

- Playing and exploring – finding out, exploring, being willing to take a risk;
- Active learning – being involved, concentrating and resilience;
- Creating and thinking critically – having their own ideas, making links and choosing ways to do things.

All children in Years 1-6 follow the **National Curriculum** which aims to ensure all pupils receive a broad and balanced education which is relevant to their needs. It consists of three core subjects- English, Maths and Science and six other foundation subjects- History, Geography, Computing, Art, Music and PE. Religious Education and PSHE also form part of the curriculum and are integrated into most subjects.

English

We place a great importance on the teaching of English, as it is fundamental to so many areas of study. Language is cross-curricular and topic-inspired. It is an essential element of learning in all areas of the curriculum. We follow the National Curriculum and believe the development of literacy skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly and confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

At Lionel Walden Primary School, our aim is not only to teach children the skills to read with confidence, fluency and understanding but also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home each evening to practise and reinforce the skills taught in school. Guidance is provided on how parents can best support their children's learning in this area.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasized.

The National Literacy Strategy's Phonic programme, Letters and Sounds, is used as well as additional material in the Reception class and beyond. Spellings are taught from a list of frequently used words. From an early age, children will have spellings to learn and weekly spelling tests. Importance is placed on correct letter formation and pencil grip from the start. If you would like a sheet modeling correct letter formation, please ask your child's teacher.

Mathematics

Mathematics is essential to everyday life. Through teaching and learning in this area, we aim to ensure that all pupils become confident and fluent in the fundamentals of Mathematics, including frequent practice with increasingly complex problems over time.

Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year-by-year basis in the areas of:

• Number – place value; addition and subtraction; multiplication and division; fractions, decimals and percentages

• Measurement

• Geometry – properties of shape; position and direction

• Statistics

Science

In the first years of school, much of the Science curriculum is based around real-life experiences. This includes everyday plants and animals, as well as, finding out about different materials and the

four seasons. During Key Stage 2 (Years 3 to 6), the strands of Science begin to become more recognisable as biology, chemistry and physics. Children will continue to carry out their own experiments to find out about the world around them and to test the hypotheses about how things work. Scientific activities, such as investigating and problem solving, help children develop their learning by encouraging their natural curiosity. We hold a Science Week each year. The timetable is given over to visitors such as The Raptor Centre and Mad Science plus visits to the Science laboratories in local secondary schools. This week proves very popular and is invaluable in promoting scientific enquiry in all children. A 'Homework Challenge' is provided to encourage pupils and parents to participate in a project together in relation to Science Week.

Computing

Computing prepares and enables pupils to participate in a digital world. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future. We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We are well equipped with IT infrastructure including laptops, i-Pads and interactive whiteboards in all classrooms.

E-safety – pupils are taught how to use devices safely when using the internet. We share information and advice with parents so that we can keep children safe at home and at school. Further details can be found in our newsletters, on the school website and by talking to your child's teacher. Workshops for parents are also held regularly.

Geography and History

The teaching and learning of Geography and History is through planned themes which are incorporated into an overall curriculum framework. Through the study of Geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this, they will be introduced to the skills necessary to undertake geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world, develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study Geography they encounter different societies and cultures. This helps them realise how nations 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.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In History, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

Design and Technology

Design and Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

Music

Music is essentially a practical subject. Children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. The school provides opportunities for children to take part in a wide range of musical activities and performances, including Year 4 and 5 participating in a weekly instrumental tuition. Individual children have the opportunity to play a wide range of instruments. We have a school choir.

Art, Craft and Design

Art, Craft and Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Modern Foreign Languages

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. French is taught to Years 3-6 by a French specialist teacher. The emphasis is on active learning to engage and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities.

Religious Education

The school follows the County's agreed syllabus in Religious Education, which is taught through our topic work. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. A daily act of collective worship is held either in the school hall or in classrooms. Parents have the right to withdraw their children from R.E. lessons and from the daily act of collect worship.

Spiritual, Moral, Social and Cultural Education & British Values

At Lionel Walden Primary School, we recognize that Spiritual, Moral, Social and Cultural (SMSC) Education begins with our obligations under the 2002 Education Act, the 2011 Children's Act and 2010 Equalities Act to promote equality and safeguard the welfare of children. Furthermore, we also recognize that SMSC Education includes a duty to champion the principles of democracy and

challenge prejudice and intolerance by promoting the values set out in the 2011 'Prevent Strategy' and the 2014 DfE consultation. These values are enshrined in five key principles:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values flow through Lionel Walden Primary school, from our ethos and vision, to our policy and practice in the classroom. In the first instance, these values figure prominently in our school vision:

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; all children will make the very best progress that they can; leaving us confident to participate and take a lead role in society.

We believe our pupils should demonstrate outstanding behaviour and self-discipline, supported by parents and our partners in the wider community.

Finally, we believe our pupils should leave us confident, proud of their success, able to encourage others and understand the changing world around them. They will be able to look back on a wonderfully happy primary education and be eager to start the next stage of their learning.

- Educating our children in partnership with parents and families
- Instilling a sense of care for our local and global environment

Finally, in the classroom, during school assemblies and in pre and after school provision, we deliver a broad and balanced curriculum, in accordance with National Curriculum requirements, promoting the spiritual, moral and cultural development of pupils at every opportunity; preparing our pupils for the challenges, responsibilities and experiences that life may offer. Delivered through a broad range of learning opportunities, lessons give children an understanding and appreciation of how different cultures have shaped our school, local community and country, the willingness to share and reflect upon their own and others' faith, beliefs and values; opportunities to investigate moral and ethical issues without, conflict, prejudice and bias; a context to use their developing social skills to work with others, regardless of gender, race or sexuality; the belief that they can make a positive contribution to the society in which they live.

Topic

Much of our Design and Technology, Humanities and Science are taught through Topic Work. During 2016/2017, topics will be as below. These are linked to the New National Curriculum which came into effect in September 2014.

Reception	Autumn	It's Good to be Me/Celebrations and Festivals
	Spring	Traditional Stories/Toys

	Summer	Wild and Wonderful/Out and About
Year 1	Autumn	My World
	Spring	Transport
	Summer	Forests
Year 2	Autumn	Heroes and Heroines
	Spring	Flour and Flames
	Summer	Castaway
Year 3	Autumn	The Americas
	Spring	Terrific Tudors
	Summer	Woeful WW2
Year 4	Autumn	Vile Victorians
	Spring	In To the Blue
	Summer	Invaders and Settlers
Year 5	Autumn	Groovy Greeks
	Spring	Brazilian Rainforest
	Summer	Magnificent Mayans
Class 8	Autumn	Funky Pharaohs
	Spring	War, huh, what is it good for?
	Summer	Boom

Our topics have been cross-referenced with the Science, Technology, History and Geography National Curriculum Programmes of Study. Within each topic, account is taken of the need to focus on particular subjects for individual lessons.

The termly 'Link-Up' will include details of the forthcoming topic. If you have any interest or expertise in your child's topic, please inform the class teacher. Topic work may include a relevant field trip to give the children first-hand experience. A voluntary contribution may be asked for, to help fund transport, etc.

Sporting Aims and Provision of Sport



The school provides opportunities for children to play a wide variety of sports. At the lower ages children concentrate mainly on skills to enable them to fully participate in team games at a later stage. These sports include football, netball, athletics, swimming, hockey, rounders, kwik-cricket and tag-rugby.

As well as having a timetabled hall session for P.E., children also have a weekly games session. The school has two netball courts and a junior sized football pitch. In the Summer months, the field is marked for rounders and athletics.

The range of extra-curricular activities at the school includes many sporting clubs comprising football, netball and athletics. The school participates fully in team games with other local schools in all sports including a Sports Afternoon, netball and football tournaments and other sporting festivals.

The school has recently been awarded the School Games Silver Mark.

Organisation of Teaching and Learning

We believe in a balanced approach and use a variety of methods depending on the aims of the lesson. Class teaching, ability groups, mixed ability groups and individual teaching all have their place and each teacher employs a mixture of methods depending on the learning objectives involved.

Additional discretionary time is allocated to the following areas:-

- Extra time spent on developing and extending the skills within English and Mathematics
- Further problem-solving activities in Mathematics
- Swimming lessons
- Special events, e.g. Christmas Productions and Class Assemblies
- Personal, Social and Health Education

Resources

The school is extremely well resourced enabling the highest quality education to be provided for the children in our care. The new Lionel Walden School was officially opened on 30th April, 1993. Extensive building work resulted in new classrooms, a hall, kitchen, administrative area, staffroom, library and major landscaping work to the school grounds. Two further classrooms were built and came into use in January, 1999. The annexe was completed in 2003 and houses the Reception Class, Pre-School, Breakfast Club, the Lions' Den Out of School Club, a Computing suite, kitchen and a group room. The school currently has eight permanent classrooms. The equipment in the school is regularly renewed and updated. Each classroom has an interactive whiteboard and access to laptops and I-Pads. The Early Years Foundation Stage outside play area enables the Reception and Pre-School children to have constant access to outside learning and play.



Extra Curricular Activities/Visits

Staff run extra-curricular activities both at lunch times and after school. These include:-

Netball Club
Recorder Clubs
Football Club
Choir

Chess Club
Cooking Club
Art Club
Active Kids
Rounders Club
Computer Club
Reading Club
iPad Club
Cricket Club

The children have an opportunity to take part in educational visits, usually connected with topic work. There is also a residential trip, every two years, for the older pupils (Years 5 and 6).



Music Tuition

Children who have a particular ability have a chance during the school year to play a musical instrument and receive weekly lessons from a peripatetic music teacher. Our older pupils currently receive music tuition on a weekly basis.

Charging for School Activities

The 1988 Education Reform Act revised the law on charging for school activities. It requires the Local Authority and Governing Body to draw up its own policy in respect of charges and remission arrangements. This policy can be viewed on the school website.

Items for which children may be charged

Our policy is:-

1. Individual instrumental music tuition – a termly charge will be made for the hire of musical instruments.

2. Extra-curricular activities – normally no charge will be levied. However, sometimes, as in the case of Cooking Club, a small charge will be made to cover the cost of ingredients.

3. Board and lodging on residential visits – parents will be charged.

4. Educational visits and swimming in school time – we will continue to ask for contributions. The cost of these outings is too expensive for the school to fund and may be cancelled if contributions are not forthcoming. Sports outings will be funded by the school.

Assessment and Testing

In accordance with the National Curriculum, the work and progress of your child will be regularly assessed. In Reception and Years 1, 3, 4 and 5 this assessment is mainly teacher-based, supported by standardised tests. In Years 2 and 6 this Teacher Assessment is supported by Standardised Assessment Tasks (SATs).

Safeguarding of pupils

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.

Parents/carers should know that 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. The school should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that 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.

All volunteers, parent helpers and visitors to the school are made aware of the necessary procedures. Volunteers and parent helpers all undergo an Induction Programme.

Special Educational Needs and Disability Provision

Our information report is part of the Cambridgeshire Local Offer for children with Special Educational Needs. All governing bodies of maintained schools have a duty to publish information on the school website about the implementation of the school policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually. Cambridgeshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We value all members of our school community.

Our information report has been produced with pupils, parents and carers, governors and members of staff. All schools are supported to be as inclusive as is practicable, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Our Approach to teaching children with SEND

At Lionel Walden School, we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We have effective management systems and procedures for SEND taking into account the Code of Practice (2014). We have successful communication between teachers, children with SEND, parents of children with SEND and outside agencies. We acknowledge and draw on parents' knowledge and expertise in relation to their own child and the children are encouraged to take an increasingly active role in their review cycle through a person-centred approach. We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school and to ensure that all support is of high quality. We have an effective review cycle that allows us to monitor, review and plan for next steps of development. We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational Needs of Pupils

At different times in their school life, a child or young person may have a Special Educational Need or Disability. The code of practice 2014 defines SEND as follows:-

"A pupil has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:-

- has a significantly greater difficulty in learning than the majority of others the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Following discussions with the child and the child's parents or carers, the teacher will gather information and seek further support from the Special Educational Needs and Disability Coordinator (SENDCO). There can be many reasons for children falling behind. These may include absences, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. Schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEND. Only those with a learning difficulty that requires SEND provision will be identified as having SEND. Please see the school's Information Report on our school website. If you require any further information, please contact the school office in the first instance.

Accessibility

Our school aims to be an inclusive school. We hope to make all our children welcome and happy about being in school. Every child is different and we view differences as an opportunity for adults and children alike to learn more about themselves.

If your child has a disability, he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information. The school has a policy for supporting children with special educational needs which is revised every year. This policy is available in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

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

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

Homework Policy and Guidelines



We appreciate how important the links between home and school are and the need for us to work together to ensure a good education for your children. This partnership starts as soon as children enter Pre-School. Many activities and ideas can be found in our Pre-School Advice to Parents booklet and Pre-School Admission to School document.

We believe that it is important that children begin to bring 'work' home from a fairly young age. Pre-School children can bring books home to share.

Our approach to homework varies throughout the school according to the age of the child. As children get older and go on to their secondary education, the 'work' brought home becomes greater. The one thing that remains constant throughout is the fact that it can only benefit the child if we have your support.

From Reception onwards, when the teacher feels it is appropriate, our policy is to send home words to be learnt, reading books to be read and enjoyed and spellings and multiplication tables to be learnt. The words to be learnt usually apply to Reception, whereas the other activities may apply throughout the school. Guidance from the class teacher will accompany these activities.

In Year 6, to form a link between the primary and secondary phase, the children will have an increase in the amount of homework they receive. This is preceded by a letter of explanation asking for your support. The children will usually have homework set on a Friday. Please check your child's homework books weekly and help your child to get into a good routine for getting their work finished. We also ask you to sign your child's homework book each week.

General

If children are off school because they are ill, then we would not send work home. We would make the assumption that they are not well enough to work.

It may happen that a child is off for a length of time, but is well enough to do some work at home. In these circumstances, the teacher and parent agree what should be done in consultation with the Headteacher.

If you have any queries about homework, please see your child's teacher.

Cultural Policy

The Entitlement

Our vision is that each child attending Lionel Walden School, whatever their circumstances, will have opportunities to experience a range of cultural activities. This vision sits within the broader County Council commitment to raising the profile of the cultural agenda for people of all ages.

Why Promote Culture for Children and Young People?

The enjoyment and sense of achievement provided by cultural experiences are important in their own right and can have a lasting influence on children and young people. They provide an opportunity for individuals to find their strengths as well as new leisure interests. They offer ways for children to understand the diverse and complex world around them and learn skills of leadership and team working. Such experiences can also boost self-esteem and help children become more confident and successful learners. We also recognize the potential of culture for improving community life.

The Department for Culture, Media and Sport has identified 'Children and Young People' as one of its five strategic priorities in working towards improving the quality of life for all through cultural and sporting activities. Cambridgeshire Culture takes account of this priority and many other national initiatives.

What Do We Mean By Culture?

Culture plays a pivotal role in the fabric of our society, but definitions and interpretations of culture vary. Lionel Walden takes a broad view to encompass traditional and popular performing and visual arts and literature, as well as wider-reaching aspects of heritage, history and socio-cultural belonging.

More specifically we are adopting the following interpretation of culture as:-

A combination of all the processes involved in creating, presenting, understanding and learning about seven activity areas:

- ***the visual arts*** (including 2 and 3D work, public art, graphic design, textiles, fashion, ceramics, wood and stone carving, metalwork and photography);
- ***the performing arts*** (including dance, drama, musical performance, physical theatre, storytelling, street arts, carnival arts, festivals, puppeteers, performance poetry and circus);
- ***film and media*** (including the making, recording and editing of animations, games, websites, film and music);
- ***literature*** (including libraries, books and press, poetry and prose);
- ***sport and health*** (including Olympic and non-Olympic sports, outdoor education, rural and urban trails and walks, cycle networks and the rights of way network);
- ***heritage*** (including museums and archives, the built and natural heritage/environment, landscapes, coast, parks and gardens);
- ***tourism*** (including food and drink, attractions, tourism initiatives, cultural tourism).

Our Key Principles

Lionel Walden Primary School will adhere to the following key principles in all aspects of its support for cultural activities:-

- All cultural activities should be of the highest quality;
- A broad range of cultural experiences should be promoted;
- There should be equitable and inclusive access to opportunities for children;
- Activities should promote intercultural understanding and community cohesion by offering an insight into, and opportunities for sharing in, the cultural lives of different groups and communities;
- Collaboration will be proactively promoted with a range of other partners: the Local Authority, community-based and professional providers of cultural activities.

Our vision is for a broad entitlement to cultural activities for all children who attend our school.

These will be offered in both formal and informal settings and by a range of providers. However, we wish there to be a 'guarantee' to a minimum entitlement of cultural activities for all children at Lionel Walden School. This will hopefully lead to children developing an enthusiasm for at least one cultural activity, which they can develop both within and beyond school.

The Guarantee

We therefore commit to providing a guarantee to cultural activities for **all** children in our school. This guarantee includes the opportunity for children to:-

- see a professional standard live performance of music, dance or drama;
- participate in a performance, whether as a performer, organizer or technical support;
- see an exhibition of high quality visual art;
- engage with library and/or archive services;
- visit a cultural centre, for example, a museum or heritage site;
- participate in a sporting or outdoor pursuits event;

- participate in a residential outdoor or environmental education experience;
- work with, and learn from, an expert practitioner in the fields of music, story telling, poetry, the visual arts, dance, drama or sport.

Activities might form part of the school curriculum or be offered outside the school day.

Home-School Agreement

We expect home and school to work together to provide the best support for your children. As a result, we have decided to retain our 'Home-School Agreement' for all parties to agree to and sign.

Lionel Walden Home-School Agreement

We believe your child has the right to the very best education.

As parents, you share responsibility with us for the education of your child.

Research shows that children do best at school when their parents and teachers work together.

This partnership agreement sets out the way in which we, the school, and you, the parents, can work together. It should be read in conjunction with the School Prospectus, which outlines the school's aims and ethos in detail.

The School's Agreement

The school will try to:

- treat ..... fairly, care for them and ensure their safety and wellbeing;
- ensure that they are well taught and that they achieves their best in all aspects of school life;
- help them to develop a sense of responsibility and to be considerate of others;
- provide a range of subjects and extra-curricular activities to meet their individual needs and interests;
- keep you well informed about general school matters and, in particular, about your child's progress as well as any difficulties;
- be welcoming at all times and offer you opportunities to become involved in the daily life of the school.

The Parents' or Carers' Agreement

I/We will try to:-

- ensure that ..... attends school regularly, on time and with everything they need;
- inform the school of any problem which might affect my child's work or behaviour, or about any concerns regarding their education;
- support my child with reading and other home learning activities as outlined in the School Prospectus;
- support school policies and rules as outlined in the School Prospectus;

- attend parents' evenings and discussions about my child's progress;
- encourage my child to join extra-curricular clubs which interest them;
- help and encourage my child to keep their agreement.

The Pupil's Agreement

I will try to:-

- come to school on time each day;
- bring the things I need every day and look after them properly;
- keep the school's dress code, wear school uniform if possible, and be neat and tidy;
- work hard and do all my classwork and any homework as well as I can;
- behave well and be polite and helpful to others;
- help to look after the school and keep it free from litter.

COMPLAINTS PROCEDURE

All maintained schools are required to have in place a complaints procedure. We hope that ours will help to ensure that most complaints are resolved quickly and smoothly and as close to the source of the misunderstanding or problem as possible. In this way complainants can feel assured from the outset of a fair hearing, in line with a defined procedure for dealing with issues that have not immediately been resolved. We also hope that a staged framework might prevent an early and unnecessary escalation of the problem. In addition, we will ensure that lessons learned from the investigation of complaints will prove useful to improve the school's policy and practice.

Our Complaints procedure:

- Is simple to understand and use – with straightforward, well publicised stages;
- Encourages resolution of problems by informal means wherever possible;
- Is easily accessible and publicised – with complainants knowing exactly where, how and to whom they should complain;
- Enables swift handling within established time-limits – with complaints being dealt with promptly, effectively and professionally within stated time limits at as early a stage as possible and with complainants being kept informed of progress;
- Enables effective action – with action being agreed and reviewed and complainants being kept informed of progress throughout each stage of the procedure;
- Is impartial, ensuring a full and fair investigation by an independent person where necessary – with an assurance that, beyond the first informal stage of investigation of a complaint against an individual, the subject of the complaint will not deal with it but will instead refer it to his or her manager or Chair of Governors where appropriate;
- Is non-adversarial – with opportunities provided for resolution without conflict;
- Is confidential – with respect for people's desire for confidentiality;
- Addresses all the points at issue – with provision of an effective response
- Provides information and enables development – providing information, where appropriate, to the school's senior management team and giving opportunities for the school to consider changes to current practice on the basis of what complainants are saying.

Those involved in the complaints process will ensure that it takes place in the context of the requirements of Child Protection, Special Educational Needs and other relevant procedures. A full

copy of the Complaints Procedure is available from the School Office and can be viewed on the school website.

The Lions' Den Out of School Club

There is an out of school child care facility situated at the rear of the school which is run by a voluntary management committee. It underwent an Ofsted Inspection in June, 2015 and was graded 'Outstanding'. Our aim is to give your children a happy and safe environment in which to enjoy themselves, and for you to have peace of mind while they are with us. We hope the following information will be of help to you.

HOURS	Term time	- 7.45 a.m. to 8.45 a.m. (Breakfast Club) - 3.05 p.m. to 6.00 p.m. (The Lions' Den Out of School Club)
AGES	4 years (provided they are at attending school full-time) – 11 years	
FEES	£3.50 per day per child for Breakfast Club £2.75 per hour per child for Out of School Club - there is a minimum charge of £2.75 and a cancellation charge of £2.75 if less than 24 hours notice is given (except for illness). This applies to the Breakfast Club as well.	

It is our aim to give equal opportunities to all children, regardless of ability, race or colour, within the physical limits of our premises.

Please tell us if your child has any problems so that we can try to meet their needs.

Do not hesitate to come to us if you have any concerns so that we can deal with them promptly. We will do our best to ensure the children's well-being.

If your child is booked in and cannot come, we must be informed, so that we know that the child is somewhere safe. Also any places booked, but cancelled, giving less than 24 hours notice, will be subject to a cancellation charge (except for illness).

Lynn Clarke
For and on behalf of
The Lions' Den Out of School Club Management Committee





THE LIONEL WALDEN SCHOOL ASSOCIATION (LWSA)

Dear Parents,

Welcome to the Lionel Walden Primary School. As parents you are invited to attend our Annual General Meeting which takes place at the beginning of the school year. The exact date will be notified by letter. You are under no obligation to join the committee but you will be most welcome if you wish to do so. Election of officers takes place at the AGM. The current Chairperson is Caroline Buckle.

The Association was set up to promote good relationships between parents and staff, to raise funds for the benefit of the children of the school and to organise social activities for the children and parents.

With funds raised we aim to purchase items that the children might otherwise not have had in school. For instance, in the past we have been able to buy the wooden 'outdoor classroom' in the Early Years Outdoor Area, a workbench, books for the library, Science equipment, musical instruments, sports equipment and a wide range of equipment for use by the pupils at lunchtime. In recent years, the School Association has provided funds for a projector, screen and sound system for the school hall and many other resources for the school. Fundraising events have included children's discos, Christmas and Summer fairs and Film Nights. However, we are always on the lookout for new fundraising ideas.

The committee meets in the evenings at school, approximately once a month. Most parents feel the benefit of greater involvement in school life. If you have any queries about the Association, please do not hesitate to contact a member of the committee.

Yours sincerely,

Andrea Harrison
Chair of the LWSA

SCHOOL TERM AND HOLIDAY DATES

2017/2018

Staff Training Day	Monday, 4th September
Autumn Term starts	Tuesday, 5th September
Staff Training Day	Friday, 20th October
Half term	23rd October to 27th October
Autumn Term closes	Tuesday, 19th December
Staff Training Day	Wednesday, 3rd January
Spring Term starts	Thursday, 4th January
Half term	12th February to 16th February
Spring Term closes	Thursday, 29th March
Staff Training Day	Monday, 16th April
Summer Term starts	Tuesday, 17th April
May Day	Monday, 7th May
Staff Training Day	Friday, 25th May
Half term	28th May to 1st June
Summer Term closes	Tuesday, 24th July

LIONEL WALDEN PRIMARY SCHOOL

END OF KEY STAGE RESULTS 2016

EXS = Working at the expected level
GDS = Working at greater depth within the expected level
RWM = Reading, Writing and Maths combined
RWMS = Reading, Writing, Maths and Science combined

SUMMARY OF KS1 OUTCOMES

		READING	WRITING	MATHS	SCIENCE	RWM	RWMS
NATIONAL	EXS+	74	66	73	82	60	60
CAMBS		73	64	71	82	58	58
SCHOOL		81	78	88	94	75	75
NATIONAL	GDS	24	13	18		9	
CAMBS		24	13	18		8	
SCHOOL		41	19	28		16	

SUMMARY OF KS2 OUTCOMES

		READING %	AVERAGE SCALED SCORE	WRITING %	MATHS %	AVERAGE SCALED SCORE	GPS %	AVERAGE SCALED SCORE	RWM
NATIONAL	EXS+	66	102	74	70	102	72	103	53
CAMBS		66	102	71	67	102	70	103	52
SCHOOL		73	103	82	76	104	85	106	61