

LIONEL WALDEN PRIMARY SCHOOL



SCHOOL PROSPECTUS 2019-2020

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

Tel: 01354 740405
Fax: 01354 741514
Email: office@lionelwalden.cambs.sch.uk
Website: www.lionelwalden.cambs.sch.uk

Dear Parents/Carers,

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 ways in which you can help. At the beginning of each term, a 'Link Up' for each class is published on the school website (address above) under the 'Information' tab; these outline the key parts of the curriculum being studied and provide important information, dates to remember and reminders about special events. Please visit the school website on a regular basis for updates.

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 Staffroom to provide an opportunity to meet informally with your child's teacher.

We hope that you will find our school a friendly place where you will feel welcome. This Prospectus has been produced to give you as much information as possible. It includes our aims, policies, organization and more. If you have any questions, or would like further information, please do not hesitate in contacting me through the School Office. Similarly, if we have any concerns about your child, we shall contact you. If you are able to spare an hour or two each week and would like to come in and help, please contact the School Office.

Yours sincerely,

S. A. Barnard-Taylor (Mrs)
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 N. Billimore
Mrs. S. Harrison
Mrs. R. Latchford
Mrs. J. McBeath
Mrs. F. McLean
Mrs. E. Nell
Mrs. E. Riches
Mrs. E. Taylor
Miss H. Watts
Mrs. R. Wilson (SENDCo)

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. E. Brooks
Mrs. H. Fiore
Mrs. S. Gupta
Mrs. L. Herbert
Mrs. H. Jones
Mrs. R. Kent
Mrs. K. MacKenzie
Mrs. K. Naughton (Senior Teaching Assistant)
Mrs. M. Rowlands
Mrs. R. Slater
Mrs. A. Trevayne-Smith
Mrs. T. Weare
Mrs. S. Wild

Midday Co-ordinator: Mrs. T. Weare
Midday Supervisors: Mrs. E. Brooks
Mrs. D. Gunn
Mrs. J. Hayhow
Mrs. S. King
Mrs. S. Wild

Lunchtime Teaching Assistants: Mrs. J. Yarker

Caretaker: Mr. P. Marsh

Cleaners: Mrs. C. Harness
Mrs. H. Long

School Crossing Patrol: Mrs. H. Long

School Kitchen: 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
Mr. S. Cave
Mr. G. Croxon

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 consider 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.

OFSTED Inspection

The school was last inspected in October, 2017 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 inspectors. Inspectors observed learning in every class and took the opportunity to scrutinise pupils' work on these occasions and at other times. A large proportion of observations in lessons were undertaken jointly with senior leaders. The inspectors also attended a singing assembly. Meetings were held with the Headteacher, the Deputy Headteacher, other school leaders, groups of staff, the governing body and a representative from the local authority. A wide range of documentary evidence was scrutinised. This included the school's own self-evaluation, the school development plan, minutes of governors' meetings, records of assessment of pupils' work and information about their progress. Documents relating to safeguarding and child protection were also checked. Detailed information on the work that the school does within the teaching school alliance was also scrutinised. The inspectors spoke with pupils throughout the inspection to seek their views and listened to a selection of them read. There were insufficient responses to Ofsted's online survey, Parent View, for these to be taken into account. However, the inspectors analysed the parental responses to the questionnaire from July 2017 and spoke to a number of parents during the inspection.

Information about the school

This school is an average-sized primary school. The number of pupils for admission to each year group has recently changed from 34 to 30. There are two part-time Pre-School classes and one full-time Reception class. The school is the lead school in the Fenland Teaching School Alliance. The

majority of pupils are of white British heritage, and the proportion who speak English as an additional language is well below the national average. The proportion of disadvantaged pupils in the school is much lower than the national average. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The school provides a breakfast club and after-school club. The school also provides a wide range of extra-curricular activities. In 2016, the school met the government's current floor targets, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6. The school meets requirements on the publication of specified information on its website.

Key for inspection grades

Outstanding

Good

Requires Improvement

Inadequate

Overall effectiveness of the school: Good

Effectiveness of leadership and management: Outstanding

Quality of teaching, learning and assessment: Good

Personal development, behaviour and welfare: Outstanding

Outcomes for pupils: Good

Early Years provision: Outstanding

Summary of key findings for parents and pupils

This is a good school.

The Headteacher demonstrates a determination and relentless drive for improvement that is shared by all leaders and staff. Governors have an aspirational vision for the school. They provide high levels of challenge and support. They know the areas that need further development. Pupils feel safe and exceptionally well cared for by all staff. They behave with respect and consideration towards each other, and speak politely and confidentially to adults. Pupils' attitudes to their learning are extremely positive. Standards of presentation, including handwriting, both in books and on display are consistently high. Pupils across the school are making good progress from their starting points. Children have an excellent start in the early years. Staff understand children's needs and plan exciting activities that engage them and make them want to learn. Pupils in key stage 1 make good progress, and outcomes continue to match and exceed national expectations. Pupils who have additional needs make good progress. Staff are aware of their needs and provide support promptly and effectively. Teaching is typically good and is characterised by high expectations, good subject knowledge and effective questioning. A lack of precise knowledge of national curriculum expectations slows progress. Sometimes, assessment information is not used effectively to ensure that work is sufficiently challenging, especially for the most able. Outcomes in writing at key stage 2 show that some pupils do not produce work with the level of competence required to attain at greater depth.

Full report

What does the school need to do to improve further?

Improve the quality of teaching, learning and assessment to accelerate progress by:

- using assessment opportunities to target individuals precisely

- ensuring consistent understanding of the subject content of the national curriculum and how to apply this when assessing pupils' learning
- providing pupils, especially the most able, with good opportunities to write with greater skill and complexity.

Inspection judgements

Effectiveness of leadership and management: Outstanding

The headteacher is a well-respected leader. She leads with a determination and ambition that creates a culture of high expectations that the whole community embraces. She has inspired a palpable sense of common purpose among all leaders to pursue the best possible outcomes for every pupil. The headteacher is very ably supported by the deputy headteacher, who brings rigour and expertise to her role, especially in relation to the early years provision. They work very well as a team, providing very effective leadership for the staff team. Middle leaders display the same focus and ambition as senior leaders. They are fully accountable for the standards and quality of work in their areas of responsibility. Supported by the senior leaders, they monitor and evaluate the impact of their actions very effectively. The school's evaluation of its own performance is accurate. Leaders have correctly identified areas for improvement and taken decisive action. There are rigorous processes for monitoring and evaluating the quality of teaching. Teachers are held to account for the progress that pupils make. Teachers' performance management targets are linked to the school improvement priorities. High-quality professional development is a strength of the school. When training needs are identified, opportunities are quickly sought to meet them. All staff members have regular access to a wide range of training opportunities, which are organised and shared across the teaching school alliance. Leaders are constantly looking at ways to improve their assessment practices so that all pupils make good and better progress across the school. There has been a renewed focus on ensuring that more of the most able pupils work at the highest standards, especially in writing and reading, by the end of key stage 2. Leaders have implemented procedures to ensure that the pupils who join the school during key stage 2 have their needs quickly assessed and met. As a result, these pupils make good progress from their starting points on entry to the school. Pupils settle in quickly because leaders manage the process well. The school's curriculum is very well designed to meet the needs of pupils. The broad and relevant curriculum helps pupils to develop their knowledge, skills and understanding effectively and make good progress across all subject areas. The curriculum is particularly coherent in the way in which separate subject areas link together without losing the particular features of each subject. For example, history topics in every year group allow pupils to continue to develop their literacy and numeracy skills and to learn key historical concepts such as chronology. The teaching of science, using a very practical enquiry-based approach, ignites pupils' enthusiasm for the subject, which is reinforced during science week. Leaders use the pupil premium effectively to support disadvantaged pupils. Many of the pupils join the school during the year and in year groups other than Reception. Additional support for Year 6 last year successfully enabled many pupils to reach the standards expected for their age. The individual needs of the most able disadvantaged pupils are not targeted precisely enough for them to reach the highest standards. Leaders provide very good support for pupils who have special educational needs and/or disabilities. They monitor and target the spending of additional funding effectively. The leader of special educational needs is very knowledgeable and plans the provision well. Regular consultation with pupils and their parents helps to gain an accurate view of progress. The coordinator leads by example in developing the expertise of staff and provides support for other schools across the teaching school alliance and the local authority. The additional government

funding to promote sport and physical education is spent effectively. It is used well to provide professional development and training for staff. Pupils' participation in sporting activities and competitions has increased. As a result, Lionel Walden Primary School has a well-founded reputation for success in competitive sport. The school introduced walking a mile a day as part of its commitment to developing healthy lifestyles. Staff, pupils and parents now readily take part and exchange ideas about how to stay healthy. The vast majority of parents are positive about the school. Parents told the inspectors that their children are happy at school and that staff are always welcoming. The local authority provides appropriate light-touch support for the school. It recognises the many strengths among the school leaders and utilises their skills to support other local schools.

Governance of the school

Governance is a strength of the school's work because governors provide rigorous challenge and support to school leaders. The chair of governors provides high-quality leadership to a highly effective team that is both forward thinking and outward looking. Governors have an excellent understanding of how well the school is doing. They check the school's performance through regular, focused visits, which are well documented, and appropriate action is taken. Governors also lead on specific subjects or areas of responsibility, and they meet regularly with the school leaders to check progress against these. Governors monitor the school finances effectively and ensure that identified school improvement priorities are acted on. This was evident in their support for the new approach to teaching spelling and the considerable investment in improving reading. They have a clear understanding of the way in which extra funding for disadvantaged pupils and for sport and physical education is being spent, and how it positively impacts on pupils' achievement. Governors have worked closely with the headteacher and local authority to ensure that the number of pupils admitted in each year is consistent across the school. This is allowing the school to deploy resources more efficiently. Governors are fully involved in overseeing arrangements for performance management, including that of the headteacher, and in ensuring that good and better performance for all staff is rewarded appropriately. Governors are meticulous in carrying out their statutory responsibilities and take every opportunity to attend training, for example, on child protection and safer recruitment.

Safeguarding

The arrangements for safeguarding are effective. The school site is safe and secure. All visitors to the school are welcomed through the secure entrance, their credentials are checked and the school provides them with information about the safeguarding procedures in place. The school is vigilant in carrying out safeguarding checks to assess adults' suitability to work with children. All staff are trained appropriately, and the majority have received training at a level above that which is required. The systems for making referrals to the designated safeguarding lead are rigorous and thorough. Staff have a detailed understanding of local vulnerabilities and know what to do if they have a concern about pupils' safety or welfare. Similarly, the school works very effectively with other agencies to protect any children who might be at risk. Risk assessments are very thorough. All potential risks are taken seriously and addressed. For example, the attendance of vulnerable groups is closely tracked so that concerns can be identified and acted on swiftly. Pupils spoke confidently about the range of adults to whom they can turn for support. They also know how to stay safe and have a secure understanding of the dangers associated with social media and the internet.

Quality of teaching, learning and assessment: Good

A well-established cycle of monitoring, support and challenge ensures that the quality of teaching, learning and assessment is consistently good and continuing to improve further. Teachers plan pupils' learning carefully, based on a sound understanding of their individual needs. All adults have high expectations for pupils' academic achievement as well as their behaviour, and pupils rise to them, demonstrating a keenness to learn. Transitions between activities are usually smooth and, as a result, time in lessons is largely used efficiently. Classrooms and corridors provide vibrant learning environments for pupils. Pupils' work is celebrated in the attractive displays. Pupils use the prompts on the walls to find guidance that extends their basic skills in writing and mathematics. Teachers display good subject knowledge and use appropriate technical vocabulary with precision. This helps pupils to develop their knowledge and understanding of the key concepts in each subject and to make good progress. Extensive scrutiny of pupils' work demonstrates the positive impact that teaching is having on securing good outcomes for pupils over time. Pupils who have special educational needs and/or disabilities and those identified as being vulnerable are well supported and fully access the curriculum alongside their classmates. As a result of the well-planned, individualised support programmes and effective interventions, pupils make good and often better progress from their starting points. The deployment of well-trained teaching assistants and the impact that this has on pupils' progress are strengths of the school. Teaching assistants have good levels of knowledge to support their roles and work as a strong team with all teachers, establishing very positive relationships with pupils. The teaching of phonics is a strength of the school in the early years and Key Stage 1. This good teaching continues into Key Stage 2. This enables pupils to read widely and fluently, using their reading skills to access information across all subjects. The teaching of reading and spelling has been the focus of recent development work. The introduction of new ways to extend the most able readers in Key Stage 2 is having a positive impact on accelerating progress, as are the new approaches to teaching spelling across Key Stage 2. Pupils take great pride in their work. The presentation of work across all subjects, including handwriting, is of a consistently high standard across the school. The teaching of mathematics is effective. New systems to embed mathematical concepts outside numeracy lessons have been welcomed by staff. Teachers have good subject knowledge. They make a point of using the correct terminology that pupils then use accurately in their responses. Evidence in books shows that pupils gain confidence in calculating using a variety of methods. Some books show ample opportunities for pupils to apply their skills to solve problems and carry out their reasoning to a greater depth, although this is not consistently the case. Teachers track pupils' progress and attainment carefully over time. However, teachers have not yet fully embedded an understanding of the increased demands of the national curriculum across the school. Pupils who are confident in the concepts being taught are not provided with sufficient activities that further secure their understanding. As a result, the rates of progress, particularly for the most able including the most able disadvantaged pupils, is not as rapid as it could be. Effective teaching is characterised by very effective questioning that consistently assesses, probes and develops pupils' understanding well. Teachers use opportunities to address pupils' misconceptions or errors constructively to help them to make progress. Teaching develops pupils' key skills well in reading, writing and mathematics across all areas of the curriculum, including topic work. Nonetheless, the ability of the most able pupils to write with the high levels of skill required by the end of key stage 2 is not yet fully developed. The school is rightly prioritising this as an area to work on, and a recent cross-school writing project and a whole-school focus on developing vocabulary have led to improved progress, which is evident in writing books.

Personal development, behaviour and welfare: Outstanding

Personal development and welfare

The school's work to promote pupils' personal development and welfare is outstanding. The school is a bright, engaging, nurturing environment and is a very cohesive community. All adults strive to meet the needs of the 'whole child'. Pupils receive support throughout the day in ways that best meet their individual needs academically, socially, emotionally and physically. Consequently, pupils are confident and self-assured learners who know how to stay safe and be healthy. The curriculum provides very well for pupils' spiritual, moral, social and cultural education. Pupils explore and discuss different belief systems. They also have opportunities to put forward their views on issues such as deciding on the position of the new outside reading areas and the games that the sports crew will organise at lunchtime. Many vibrant displays promote fundamental British values. Pupils demonstrate how these are very much part of their daily lives as they accept responsibility for their own learning and contribute to the local and wider community. Pupils understand the impact of hard work and know how to be successful. Their aspirations rise as they learn about significant people and their achievements. Numerous trips, visitors, after-school clubs and special events enrich pupils' learning and life experiences. As a result, pupils leave the school very well prepared for life in modern Britain. Pupils speak warmly about how much they enjoy being pupils at Lionel Walden Primary School. One pupil summed up his experience by saying: 'We take the best of all the different teachers and blend them together to make us better people.' Pupils take a pride in representing their school. The school plays host to a number of other schools for a wide range of activities, and the pupils are excellent ambassadors.

Behaviour

The behaviour of pupils is outstanding. Pupils' conduct and self-discipline are evident in all areas of the school, including at lunchtime and playtimes and in assemblies. Adults set high expectations, modelling and reinforcing expected behaviours. Pupils are also encouraged to discuss how they might continue to improve their behaviour. As a result, pupils have excellent attitudes and understand how behaving well improves their learning and life chances. The school has ensured that the small number of pupils who exhibit more challenging behaviour have their needs met well. Family values are at the heart of the school. Pupils of all ages play together and eat together. They talk with enthusiasm about the ways in which older pupils support younger pupils. These include being playground and lunchtime buddies and reading to them. Inspectors observed older pupils supporting younger pupils in the playground to play cooperatively. The school has worked tirelessly on improving attendance. Overall, the current rate of attendance is above the national average. This is testament to the hard work that school leaders and staff undertake with families and pupils. In particular, by building a culture of high aspiration, the school communicates to all families the value and importance of attending school regularly. The school tracks all attendance very carefully. Pupils who are new to the school are quickly made aware of the school's expectations. Individual families are challenged but also well supported when their child's attendance causes concern. For pupils who have previously low attendance, this results in rapid improvements. Pupils want to come to school because of the good-quality education that they receive. An early-morning breakfast club offers pupils and their families helpful support to ensure a positive start to the day. v Pupils conduct themselves exceptionally well around the school. They move in an orderly fashion between activities. They are extremely polite and very friendly to each other and to staff and visitors. As a consequence, there is a calm, orderly and purposeful air about the school at all times.

Outcomes for pupils: Good

Inspection evidence, including a thorough review of books, observations of learning in lessons and a detailed analysis of the school's assessment information, indicates good progress in reading, writing and mathematics across both key stages. Detailed checking of assessments and regular cross-school moderation, conducted by headteachers, the local authority, independent consultants and the school's assessment leader, validates the good progress evident in school. The school's assessment information and inspection evidence show that most pupils are currently working at the level expected for their age and beyond in reading, writing and mathematics. v Pupils make good progress throughout the early years and key stage 1, and the majority of pupils work at or above national expectations by the end of Year 2. These high standards are maintained throughout key stage 2, and the number of pupils reaching national expectations is above that achieved nationally, which is supported by work seen in their books. The focus on accelerating progress for the pupils in Year 6 in 2016 was effective in ensuring that the proportion reaching the expected level in reading, writing and mathematics was above the national average. Pupils made rapid progress in their last year in school. However, there was insufficient time to close all the gaps in learning to meet the demands of the new curriculum. This was reflected in some lower progress scores in the 2016 national tests. The proportion of children leaving Reception with a good level of development has risen, so that it is now slightly above the national average. As many children join the school with knowledge and skills slightly below those typically expected for their age, this represents very strong progress. The difference between the proportion of disadvantaged children in the early years who achieved a good level of development and the figure for other children nationally is diminishing rapidly. The school's assessment information, supported by evidence gathered during the inspection, indicates that this upward trend is continuing. Attainment in phonics is strong, and a higher proportion of pupils than the national average reach the expected level in the Year 1 phonics screening check. As a result, pupils are often fluent readers, especially the most able. Lower-ability readers demonstrate resilience in the way that they use phonics to tackle difficult or unfamiliar words successfully. Pupils below the expected standard at the end of Year 2 are well supported and are catching up rapidly. Attainment in Key Stage 1 has remained strong, and pupils make good progress across the two years in reading, writing and mathematics. In 2016, there were no differences in outcomes between disadvantaged pupils and their classmates. A consistent and unrelenting approach to thoroughly embedding the basic skills of literacy and numeracy is currently preparing pupils well for Key Stage 2. The most able pupils in the school, including the most able disadvantaged pupils, achieve well across the school. There is a whole-school focus on these pupils making even better progress from their starting points. All the most able pupils who took the national curriculum assessments in 2016 reached the expected standard in reading, writing and mathematics. In reading and mathematics, a higher proportion attained a high standard. In writing, however, there were no pupils who had high prior attainment overall and who wrote at the level of quality required to achieve greater depth in the expected standard. Disadvantaged pupils achieve well across the school. Careful monitoring of their work and additional well-planned activities develop their academic ability and their self-esteem and self-confidence. As a result, their attainment is often high. The disadvantaged pupils who enter the school in key stage 2 make good and often better progress from their starting points. For the past two years, the majority of the high prior-attaining disadvantaged pupils reached the expected standard in reading, writing and mathematics in both the key stage 1 and the key stage 2 national curriculum assessments. The proportion of pupils who also attained the highest scores in reading and mathematics was higher than in writing. Pupils who have special educational needs and/or disabilities, including those who have either a statement of special educational needs or an education, health and care plan, are making as strong progress as other pupils in the school.

Early Years provision: Outstanding

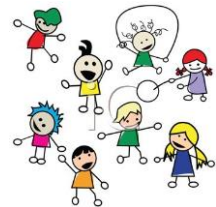
The responsiveness to children's needs and inspirational teaching are at the heart of the highly effective provision in the early years. The Early Years provision at Lionel Walden Primary School is very well led by the deputy Headteacher who has particular expertise in this aspect of the school's work. She brings an enthusiasm and unwavering commitment to excellence that is shared by the whole team. Teachers in the early years are highly skilled in assessing the attainment of children on entry to the school, including by home visits. This thorough assessment means that teachers have a clear understanding of children's needs and plan effective learning activities. Many children, whether they join in Pre-School or Reception, arrive at the school working at levels below those of children of similar ages nationally, particularly in the areas of communication and language. The children make rapid and sustained progress. Even those who do not go on to attain a good level of development by the end of Reception have often made substantial progress during their time in the early years and are well prepared for Year 1. The quality of teaching over time is outstanding. The Early Years curriculum captures the children's developing needs and interests extremely well. There is a wide variety of stimulating activities, both inside and outside the classroom. Teachers involve children, in ways appropriate for their age, in deciding which activities to undertake. As a result, all groups of children fully engage in their learning. This is a key aspect of the successful work that the school achieves in developing positive attitudes to learning from the outset. In particular, disadvantaged children make rapid progress in the early years, and the difference between their attainment and the attainment of children nationally is diminishing rapidly. Phonics teaching is highly effective in the early years and provides a solid foundation for further development in Year 1. Highly effective relationships with parents are established right from the start. There are many opportunities provided for parents to ensure that staff have a full picture of the needs of the individual. Parents are kept very well informed of the progress that their children make. Safeguarding arrangements are effective, and there are no breaches of the statutory welfare requirements. All the effective aspects of safeguarding seen in the school as a whole are clearly seen in the early years.

Organisation

Pre-School

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

Having a Pre-School ensures strong links are forged between home and school, prior to children reaching school age, and results in a much easier transition for the children into the Reception Class.



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. Parents of Pre-School children are invited to attend sessions and events throughout the year to observe first-hand the range of learning experiences provided.

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 October, 2017 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

Classes are organised in year groups as follows:-

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

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.)

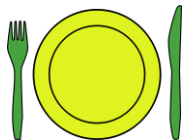
All children (and parents/carers) have the opportunity to participate in the 'Daily Mile' before school; this involves everyone completing circuits around the field/playground, between 8.30 a.m. and 8.45 a.m. to encourage exercise and improve fitness.

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 is £2.30 a day/£11.50 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 (or on the day of having a school lunch, if necessary) through our online payment system, Sims Agora. Payment for meals not taken, due to absence, can be carried forward or refunded.



The school employs 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 certain 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 guidance from the School Food Trust, the following drinks are allowed with packed lunches in the dining hall:-

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

We kindly ask that children refrain from bringing in carbonated 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. 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. 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, parents could be issued with a Penalty Notice and/or legal proceedings could be considered. Please contact the School Office for further information.

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 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 OF AN EMERGENCY OR YOUR CHILD BEING TAKEN ILL WHILST AT SCHOOL.

Clothing

Our uniform consists of: a white shirt or polo shirt; navy jumper or sweatshirt; black, grey or navy skirt/pinafore or black or grey 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).**

PE Kit

P.E. kit is required for games lessons. The kit consists of a plain white T-shirt, shorts (white or navy or black) and plimsolls/trainers. Once again, this should all be clearly named and kept in a

named bag. **PE 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 £2.50 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 75p 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 that parents/pupils **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 are able to perform their lines without distraction. We thank you, in advance, for your understanding.

Relationships and Sex Education (RSE) and Health 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 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.

Relationships Education has a focus on positive relationships with particular reference to friendships, families and relationships with other children and adults.



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 Primary 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. Mental Health and Wellbeing is also an important part of our curriculum; we support pupils in their development of a growth mindset including characteristics such as resilience, determination and perseverance.

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. We recently worked collaboratively with other primary schools on a Fenland Art Project and held an exhibition in the school hall.

International Education



For several years, the School has been successful in achieving the International Education Award from The Central Bureau in London. This award recognised the School's work in promoting International Education within our school. Every year, we hold an International Week across the whole school with each class focussing on a different country. We have continued 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 Primary School, 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. It is still a fundamental part of our 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 are 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 English, Maths, Science, Art and Design, Computing, Design and Technology, Geography, History, Modern Foreign Language (French at Lionel Walden Primary School), Music and PE. Religious Education and PSHE (including Sex and Relationships Education) also form part of the curriculum.

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 oracy and literacy skills are best secured through a learning environment full of rich texts and ambitious vocabulary.

Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to: justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and communicate effectively.

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 Primary National Strategy's Phonic programme, Letters and Sounds, is used as well as additional material, such as StoryTime Phonics, in our Pre-School and 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 modelling correct letter formation, please ask your child's teacher.

Pupils' acquisition and command of vocabulary are key to learning and progress across the whole curriculum. Opportunities are planned for development of vocabulary, building systematically on pupils' prior knowledge. They make links between known and new vocabulary and discuss meaning, similarities to other words and context. It is vital for pupils' comprehension that they understand the meanings of words they encounter in their reading across all subjects, for example, mathematical and scientific language.

Mathematics

Mathematics is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. Our high-quality mathematics curriculum provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

Our curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including varied and frequent practice of increasingly complex problems so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and justifying through mathematical language
- can solve problems by breaking them down into a series of smaller steps and persevering in seeking solutions.

The mathematical progression through school is centred around the development of skills and knowledge within:

- 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 looking at 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. Our curriculum builds up a body of key scientific knowledge and concepts. 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. During our annual Science Week, the timetable includes visitors such as The Raptor Centre, Mad Science and Lion Learners as well as our pupils visiting the local secondary school to participate in lessons within their science laboratories. Science Week complements the year-round teaching of Science and further ignites curiosity and excitement whilst 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 a specific theme.

Computing

Our Computing curriculum equips pupils to understand and change the world through logical thinking and creativity and making links with Mathematics, Science and Design Technology. Computing ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace in a digital world. Pupils will develop their computing knowledge and skills through learning about logic, algorithms and data representation using laptops, iPads and programmable devices. All classrooms are equipped with interactive whiteboards. The teaching of online safety permeates the entire Computing curriculum.

E-safety - pupils are taught how to use devices appropriately and how to keep safe 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. Information meetings and workshops for parents are also held regularly.

Geography and History

The teaching and learning of Geography and History is usually incorporated into cross-curricular themes. We aim to inspire in our pupils a curiosity and fascination about the world and its people that will remain with them throughout their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep

understanding of the Earth's key physical and human processes. As pupils progress, they develop knowledge about physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches which explain how the Earth's features are shaped, inter-connected and change over time.

Our History curriculum helps pupils gain knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Our pupils will gain knowledge and develop skills based on chronology, change over time and historical enquiry.

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. Pupils acquire a broad range of subject knowledge such as mathematics, science, computing and art. Pupils learn how to take risks, become resourceful and become innovative and enterprising.

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 is 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 weekly instrumental tuition. Individual children have the opportunity to play a wide range of instruments. We also have a school choir.

Art and Design

Art, craft and design is a natural form of expression and can be a source of great pleasure. Our Art and Design curriculum will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a rigorous understanding of Art and Design. They will learn how Art and Design reflects and shapes our history and contributes to the culture, creativity and wealth of our nation.

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 in every day life. French is taught to pupils in Key Stage 2 (Years 3 to 6). 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 discreet lessons as well as through cross-curricular 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 RE lessons and from the daily act of collective 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 incorporated into 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 and able 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 an exciting and enjoyable 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 which promotes the spiritual, moral and cultural development of pupils at every opportunity and prepares 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; and the belief that they can make a positive contribution to the society in which they live.

Cross-curricular Learning

Our topics have been cross-referenced with the National Curriculum Programmes of Study. Within each topic, account is taken of the need to focus on particular subjects to ensure appropriate progression and development of knowledge and skills.

During 2019/2020, topics will be as below.

Reception	Autumn Spring Summer	It's Good to be Me/Celebrations and Festivals Traditional Stories/Toys Wild and Wonderful/Out and About
Year 1	Autumn Spring Summer	My World Transport Forests
Year 2	Autumn Spring Summer	Heroes and Heroines Flour and Flames Castaway
Year 3	Autumn Spring Summer	Stone Age to Romans The Americas Terrific Tudors
Year 4	Autumn Spring Summer	Vile Victorians In To the Blue Invaders and Settlers
Year 5	Autumn Spring Summer	Groovy Greeks Brazilian Rainforest Magnificent Mayans
Year 6	Autumn Spring Summer	Funky Pharaohs War, huh, what is it good for? Boom

The termly 'Link-Up' will include details of the subjects being studied. If you have an interest or any expertise and would like to offer your help, please inform your child's teacher. Relevant class visits are organized to give the children first-hand experiences. A voluntary contribution may be asked for, to help fund transport, entry fees, 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 high quality education to be provided for the children in our care. In addition to our classrooms, we have a hall (which is used as a dining area, for indoor PE, for Class Assemblies and other meetings and events), kitchen, administrative area, staffroom, library and outdoor areas. The annexe houses the Reception Class, Pre-School and the Lions' Den Out of School Club (Breakfast Club and After-School Club). The equipment in the school is regularly renewed and



updated. Each classroom has an interactive whiteboard and access to laptops and iPads. The Early Years Foundation Stage Outside Area enables the Reception and Pre-School children to have constant access to outside learning and play. The Year 1 Class also has an area for outdoor learning.

Extra Curricular Activities/Visits

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

Netball Club
Recorder Club
Football Club
Choir
Chess Club
Cooking Club
Art Club
Lego Club
Reading Club
iPad Club

External coaches also run a variety of after-school clubs such as archery, fencing, gymnastics and Rugbys, for which a payment is charged.

The children have opportunities to take part in educational visits related to the curriculum. There is also a residential trip, usually held every two years, for pupils in 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 peripatetic music teachers. 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. 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). We also use a range of PiXL materials, across all year groups, to support teaching and assessment. Year 1 pupils undergo the national Phonics Screening Check and, from 2020, the Year 4 pupils will take part in the national Multiplication Tables Check.

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 and concerns relating to radicalisation (Prevent Strategy). 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.

Members of the Appointments Panel, who are involved in the selection and employment of staff, are 'Safer Recruitment' trained. All staff hold a valid DBS certificate.

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 Primary 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 Primary 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 Primary School 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 Primary 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 Primary School 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 broad curriculum 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 (no jewellery), 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 environment and keep it tidy.

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		£4.00 per day per child for Breakfast Club £3.50 per hour per child for Out of School Club - there is a minimum charge of £3.50 and a cancellation charge of £5.00 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 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 made most welcome, if you wish to do so. Election of officers takes place at the AGM.

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, additional books for the library, Science equipment, musical instruments 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. We have also partly funded an Outdoor Area for the Year 1 Class and provided resources. The school were recently successful in gaining funding towards the Science Garden and outdoor learning pods - we were able to contribute to these projects to ensure they were completed and resourced. Fundraising events have included children's discos, Christmas Fairs (including Breakfast with Santa), Summer Fairs and Film Nights. However, we are always keen to hear of new fundraising ideas.

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

Yours sincerely,

Keeley Betts
Chair of the LWSA

SCHOOL TERM AND HOLIDAY DATES

2019/2020

Staff Professional Development Day	Monday 2 nd September
Staff Professional Development Day	Tuesday 3 rd September
Autumn Term starts	Wednesday, 4 th September
Staff Professional Development Day	Friday 18 th October
Half Term	21 st to 25 th October
Autumn Term closes	Thursday 19 th December
Staff Professional Development Day	Friday 3 rd January
Spring Term starts	Monday 6 th January
Half Term	17 th to 21 st February
Spring term closes	Wednesday 1 st April
Staff Professional Development Day	Thursday 2 nd April
Summer Term starts	Monday 20 th April
May Day	Friday 8 th May
Half Term	25 th to 29 th May
Summer Term closes	Tuesday 21 st July

2020/2021

Autumn Term starts	Thursday 3 rd September
Half Term	26 th to 30 th October
End of Autumn Term	Friday 18 th December
Spring Term starts	Monday 4 th January
Half Term	15 th to 19 th February
End of Spring Term	Friday 26 th March
Summer Term starts	Monday 12 th April
May Day Bank Holiday	Monday 3 rd May
Half Term	31 st May to 4 th June
End of Summer Term	Thursday 22 nd July

LIONEL WALDEN PRIMARY SCHOOL

END OF KEY STAGE RESULTS 2019

EXS+ = Working at the expected level

RWM = Reading, Writing and Maths combined

PROVISIONAL SUMMARY OF KS1 OUTCOMES

Percentage figures are for 30 pupils

		READING %	WRITING %	MATHS %	RWM %
NATIONAL	EXS+	75	69	76	Not available
CAMBS		74	67	75	Not available
SCHOOL		80	80	80	80

PROVISIONAL SUMMARY OF KS2 OUTCOMES

Percentage figures are for 35 pupils although one pupil was absent

		READING %	WRITING %	MATHS %	GPS %	RWM
NATIONAL	EXS+	73	79	79	Not available	65
CAMBS		73	75	76	75	Not available
SCHOOL		80	80	86	77	77