

UPWOOD



Upwood Primary School Prospectus

For School Admissions from Autumn 2010 to Summer 2011

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WELCOME TO UPWOOD PRIMARY SCHOOL

Our Prospectus aims to give you an overview of our school and an insight into how our school functions. It contains information that will be relevant throughout your child's time at Upwood. In addition, we refer to a number of School Policy Documents, a full list of which can be found in Appendix A to this Prospectus. These documents are normally accessible via our school website or copies can be obtained, upon request, from the School Office.

We hope you will find this Prospectus helpful. We feel, however, that nothing can surpass the reassurance that is to be gained from the personal contact that only a visit to the school will bring.

We are a village school and take pleasure in, and are proud to be, an integral part of village life and the local community. We participate in a range of activities both in school and in the wider community.

We aim to provide a friendly and secure school environment; offer a rich and varied curriculum and give every child the opportunity to achieve their potential in academic attainment, creativity, physical activities, attitudes and personal conduct. We want our children to value effort as well as achievement, and to develop self awareness and sensitivity towards others in order to live harmoniously within the school and wider community.

We aim to work closely with you throughout your child's time at our school. We ask you and your child to join us by signing our Home-School Agreement. By working together we can ensure that your child progresses in a happy atmosphere of encouragement, praise and high motivation.

ABOUT OUR SCHOOL

School Contact Details

Upwood Primary School is a Cambridgeshire County Council Community School.

Our Address:

- Upwood Primary School
Ramsey Road
Upwood
Huntingdon
Cambridgeshire
PE26 2QA
- Telephone: 01487 813510
- Fax: 01487 812019
- e-mail: office@upwood.cambs.sch.uk
- website: <http://www.upwood.cambs.sch.uk>

School Hours: 9:00am – 3:30pm

Office Hours: 8:30am – 4:00pm Daily

Age Range: 4 – 11 year olds

School years: R (Reception), Y1, Y2, Y3, Y4, Y5 and Y6

Head Teacher: Mrs Whitelaw

Deputy Head: Mr Frost

School Secretary: Mrs Damant

Chair of Governors: Mr Whybrow

School Ethos

Our team at Upwood Primary School is dedicated to providing a positive and stimulating education for each child within a secure and happy environment.

The character of our school reflects our belief in developing mutual values of respect, integrity, kindness, tolerance and fairness. These values underpin the relationships we build between staff, pupils, families and the wider community. They inform school policy decisions and are integral to our day-to-day activities throughout the school. We believe in encouraging our children through demonstrating positive behaviour and attitudes.

Through our balanced and broad-based curriculum we provide challenging and relevant learning experiences to enable our pupils to develop intellectually, socially, emotionally and personally. Our careful assessment of each child allows us to set accurate and realistic goals to motivate each pupil to achieve their full potential. Trial and error is a natural, and valuable, process of learning and we acknowledge and reward contribution and effort as well as results.

We value the unique potential within each of our pupils and celebrate the diversity of ability and achievement that our school community comprises. All children can flourish when they feel accepted and we strive to create a safe and supportive environment where they can explore and experiment with their learning.

School Location

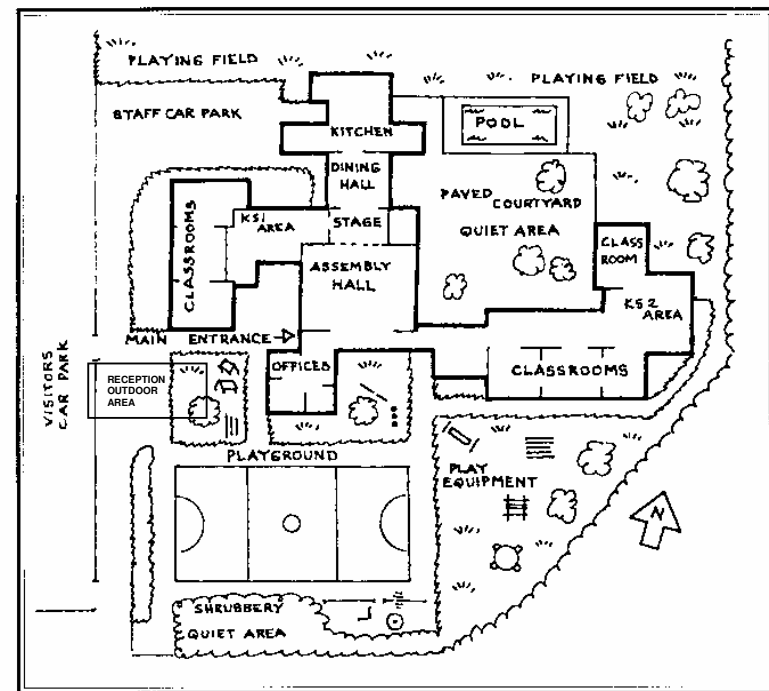
Founded in 1871, and originally located in the centre of the village, Upwood Primary School relocated to its present site in 1960.

Our school premises provide generous accommodation that includes seven teaching areas all with their own practical workspaces; a central hall, separate dining room, library, reading areas, school offices and kitchen.

At the front of the school there is a large play area including an all-weather hard court games area. To the rear of the building there is an enclosed split-level courtyard, mixing hard landscaped areas with lawn, flower beds, pergolas and shrub borders. The Upper Courtyard is equipped with picnic benches. The Courtyard areas are also used as outdoor classrooms providing stimulation for artwork, opportunities for gardening and science projects as well as reading and story-telling.

Adjacent to the Upper Courtyard is an environmental area planted as meadowland, adding both colour and educational interest to our surroundings.

Beyond the courtyard is the heated outdoor swimming pool which is used during the second half of the summer term and provides a valuable opportunity for our younger pupils. Swimming lessons for Year 6 pupils are also held at the public pool at the Sports Centre in Huntingdon. Across the back of the school grounds is our large playing field with running track and football pitch.



Inclusions

Upwood Primary School is an inclusive school, and the education we deliver reflects the core values of our policy. The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of our school as an individual. In this way we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

We believe education is a route to equal opportunity for all. Our staff are aware of the need for the curriculum to reflect cultural diversity. We ensure that the classroom is an inclusive environment in which all children feel all contributions are valued.



At the Village Fete

Accessibility

We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability she or he 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 (available at the School Office) describes 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. A copy of this policy is available. 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/carers 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 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 Head Teacher 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.

Racial Equality

The Governors and staff of Upwood Primary School positively recognise the ethnic and cultural diversity within our modern society and oppose any form of racism, prejudice and discrimination. The school supports diversity and the positive role it plays within the school. Our staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups. Adults in school take care to lead through example, demonstrating high expectations of all pupils

We believe our children benefit from Staff, Parents/Carers and Governors working in partnership to help them develop values and attitudes appropriate for the multi-cultural society in which they live and participate. We appreciate the special responsibility this is and our ultimate aim is to ensure equal value and respect to all cultures.

The Governing Body

The Governors of Upwood Primary School are a diverse group of local people who share a commitment to the education and welfare of the children in our care and the continued development of the school for the benefit of future generations. Every aspect of the life and conduct of our school is overseen by the Governing Body.

The Governing Body has a general responsibility for the effective management of the school. This includes establishing, with the Head Teacher, the aims and policies of the school, ensuring the National Curriculum is provided, the setting and control of the school budget and the appointment of staff.

Our Governing Body comprises Staff governors, Parent governors, Local Authority governors and Community governors. Much of their work is carried out through meetings, committees and working groups. Our Governors do also spend time in school, meeting and working with the staff and pupils. The Minutes of the Governing Body meetings and a copy of *'Members of the Governing Body'* are available to all parents/carers.

Admissions

Upwood Primary School is a Cambridgeshire County Council Community Primary School serving the parishes of Upwood, the Raveleys and Wistow. We educate children from age 4 through to 11 years old. All children attend school from the September of the academic year in which they will be 5 years old.

We understand that starting school is a major step for young children and we endeavour to ease their transition into formal school life. With this in mind children are at home during the first week of the Autumn Term and each child will receive a home visit from our Reception Class Teacher together with a member of the Reception Team. During week two half the children attend for mornings only while the other half attend for afternoons only. This is then swapped over for week three. At the start of week four all the children attend full-time.

The Published Admissions Limit, as agreed by our Governing Body, is set at 30 children. For all our admissions we follow the Cambridgeshire

Local Authority (LA) policy and criteria for admissions to primary schools. When applications for admission exceed this number the criteria laid down by the Local Authority will be used to decide on the allocation of places. Our full *'Admissions Policy'* is compiled in accordance with LA guidelines.

We welcome a 'registration of interest' for a place when a child is 3 years old. Registration Forms are available from the School Office. Places are allocated for September based on the Cambridgeshire Local Authority admissions criteria. To verify each child's age we are required to see each child's birth certificate before they start school.

Preparing for School

An important element of our *'Admissions Policy'* is the optional home visit. The visit to each child, and their parents/carers, is intended as a practical way of building links before your child starts school.

We also have sessions where the prospective teacher and other members of staff visit the children at their playgroups, and in return they visit us.

Parents/carers are invited to tour the school during the working day, and to attend a 'New Intake Meeting' in June, to discuss all aspects of life at school. Parents/Carers are always welcome to visit us at school and we hope very much that you will take advantage of this opportunity.

Many parents/carers are eager to know what they can do to help prepare their child for their first term at school. We hope you will find the following suggestions helpful:

- Encourage your child to become more independent in terms of looking after their personal needs e.g. going to the toilet, washing their hands and using a handkerchief.
- Help your child to practice putting on his/her school uniform, coat and PE Kit before the first day and make dressing and undressing easy with Velcro and elasticated waists;
- Talk, listen and discuss with your child on every possible opportunity. Encourage your child to ask for help when she or he needs it and to speak in front of others e.g. when you have visitors ask your child to greet them and answer their questions;

- Use experiences outside and inside the home to stimulate interest and activity. Practice the sort of activities that she/he will be doing in school e.g. play games that involve taking turns, painting or drawing and tidying away toys;
- If your child is beginning to write their name, please use an initial capital only, the remainder in lower case letters. Copies of the simple print alphabet we use are available from school;
- Praise and encouragement at each stage of their learning will help your child towards a better start at school;
- Read to your child from favourite stories and picture books, using a finger to follow the words you read.
- Sing lots of nursery rhymes and songs with your child so that she/he can enjoy joining in from their first day.
- Help your child become familiar with the school environment and staff by pointing out the school whenever you pass it and by arranging for your child to attend one or both classroom visits and by having a home visit. Read books about starting school together.

Class Organisation

At Upwood Primary School our year groups are organised as follows:

National Curriculum Stage	Class	Child's Age
Foundation Stage	Reception	4-5 years old (between 1 September and 31 August following)
Key Stage 1	Year 1	5-6 years old (between 1 September and 31 August following)
	Year 2	6-7 years old (between 1 September and 31 August following)
Key Stage 2	Year 3	7-8 years old (between 1 September and 31 August following)
	Year 4	8-9 years old (between 1 September and 31 August following)
	Year 5	9-10 years old (between 1 September and 31 August following)
	Year 6	10-11 years old (between 1 September and 31 August following)

Daily Routine

Children are welcome at school from 8.50am onwards, where they will be supervised on the playground.

Key Stage 1		Key Stage 2	
9:00 - 10:30	Lessons	9:00 - 10:30	Lessons
10:30 - 10:45	Break	10:30 - 10:45	Break
10:45 - 12:30	Lessons	10:45 - 12:30	Lessons
12:30 - 1:30	Lunch	12:30 - 1:30	Lunch
1:30 - 2:25	Lessons	1:30 - 3:30	Lessons
2:25 - 2:40	Break		
2:40 - 3:30	Lessons		

Registration takes place daily at 9:00 - 9:05am and again at 1:30 - 1:35pm. Children arriving after the registers are closed will be recorded as 'late'.

Whole school assemblies take place between 10:10am and 10:30am on Mondays, Tuesdays, Wednesdays and Thursdays. Assemblies on Fridays take place in the afternoon and are held by the Key Stage Team Leaders. This is an opportunity to reflect on the week's accomplishments, address any issues and reward special achievements and contributions to school life.

A Typical Week for a Key Stage 1 Pupil

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy	Numeracy	Numeracy	PE	Numeracy
Assembly	Assembly	Assembly	Assembly	
Break	Break	Break	Break	Break
Literacy	PE	Literacy	Literacy	Literacy
Geography	Literacy	Science	PSHE	Science
Lunch	Lunch	Lunch	Lunch	Lunch
RE/Music	ICT	History	Numeracy	PPA Time*
Break	Break	Break	Break	Break
RE	Literacy	Art	Literacy	PPA Time*

Teaching time: 22 hours 30 minutes/week, (QCA recommended minimum 21 hours).

A Typical Week for a Key Stage 2 Pupil

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Assembly	Assembly	Assembly	Assembly	
Break	Break	Break	Break	Break
Music	Literacy	Literacy	Literacy	Literacy
RE			PSHE	PE
Lunch	Lunch	Lunch	Lunch	Lunch
Literacy	History	PE	ICT	PPA Time* Golden Time
Art	Geography	Science	Science	

Teaching time: 23 hours.45 minutes/week, (QCA recommended minimum: 23 hours.30 minutes).

Abbreviations:

PE = Physical Education

RE = Religious Education

PSHE = Personal, Social and Health Education

ICT = Information and Communication Technology

PPA = Preparation, Planning and Assessment Time (for staff)

Preparation, Planning and Assessment time for staff is a statutory requirement. At Upwood, Friday afternoons are designated as PPA time. This structured approach ensures that we maintain high professional standards that enable our staff to optimise their classroom contributions. Friday afternoons are managed by the Senior Leadership Team. Pupils are involved in structured creative activities and project work.

'Golden Time' is an incentive programme for Key Stage 2 pupils.

Golden Time merits are awarded for good behaviour, achievement in the classroom or positive contributions to school life. Awards can be made by any member of the school staff and also by other children. Equally, if it is appropriate, Golden Time units can be deducted. Pupils may choose, from a range of approved activities, how to spend their Golden Time on Friday afternoons.

School Dress

We expect children to be tidy in appearance and to be suitably dressed for the variety of indoor and outdoor activities which they will pursue during the school day. We hope that all our parents/carers will support our view that every child in our school should follow the School Dress Code. We feel it enhances a feeling of pride, fosters a sense of belonging and provides a positive image of the school.



On a practical note, our Dress Code may assist parents/carers with preparation for school, as it eases the discussion and potential competition surrounding what to wear. We feel the School Dress Code is an attractive and versatile solution that offers value for money and still gives scope for individuality.

The Governing Body recommends the following School Dress Code:

WINTER	
Boys	Girls
Trousers – black or grey Shirt – white School polo shirt – white/green Pullover – dark green or grey School Sweatshirt – dark green School Fleece (dark green, outdoor use)	Skirt or Tunic – black or grey Blouse – white School polo shirt – white/green Pullover or Cardigan – dark green or grey School Sweatshirt – dark green School Fleece (dark green, outdoor use)
SUMMER	
Boys	Girls
Trousers or shorts – black or grey Shirt – white School polo shirt – white/green Pullover – dark green or grey School Sweatshirt – dark green School Fleece (dark green, outdoor use)	Skirt or Tunic – black or grey Blouse – white School polo-shirt – white/green Dress – green/white gingham check Pullover or Cardigan – dark green or grey School Sweatshirt – dark green School Fleece (dark green, outdoor use)

PHYSICAL EDUCATION (Boys and Girls)

P.E./Games Kit	Swimming
Black shorts White T-shirt	Trunks or costume Towel Poolside footwear
Drawstring bag for games kit	

The following items are produced in the school colours and are decorated with an embroidered school badge. They are available from the School Office. A price list is also available.

- School Fleece (dark green)
- School Sweatshirt (dark green)
- School Sports shirt (white)
- School T-Shirt (green or white)

All other items of school dress are available from the main High Street retailers.

Absence from School

If your child is absent from school due to illness please contact the School Office on the first day of non-attendance.

As it is disruptive to children's education we discourage parents/carers from arranging term-time holidays. Please note that there is no 10-day right or entitlement for parents/carers. However, the school has the discretion to grant up to 10 days taking into account the child's previous attendance record and the time at which the holiday is to occur. Parents/Carers should apply in writing to the Head Teacher at least three weeks in advance of the period for which leave is to be requested. We strongly recommend that Year 2 and Year 6 pupils are not taken out of school during May when National Tests (SATs) are undertaken. Holidays are also strongly discouraged at the start of a child's new school year in September. There will be occasions when requests for term-time leave will not be granted.

Playgroup

The Upwood Pre-school meets on our school premises and is run by its' own independent committee. Attending playgroup introduces children to routines and skills they will develop in their formal school life. School and playgroup staff work closely together and in addition occasionally organise joint ventures. This close liaison encourages a smooth transition into Primary School.

Upwood Primary School Parent Teacher Association (PTA)

We are extremely fortunate at Upwood to have a very high degree of involvement and commitment from our community. Our Parent Teacher Association (PTA) is actively involved in a full programme of educational, social and fund raising activities, for both children and adults, from which the school benefits greatly.

Monies raised to date have enabled us to purchase computers, a sound system, raised play area, outside permanent play equipment, PE mats, Library books and numerous other items.

All parents/carers, teachers and friends are automatically members of our PTA and are kept informed via regular newsletters. The Annual General Meeting is normally held within the first two weeks of the Autumn Term, when the new committee is elected. Members can help in many ways and every contribution, regular or occasional, is always welcome and appreciated. Its' broad membership base helps keep our PTA a stimulating and creative organisation.

CURRICULUM

Introduction to the National Curriculum

The National Curriculum is a framework covering the subjects and skills that all children have a right to learn. It is devised by the Government and implemented by the schools. The National Curriculum includes targets, or Levels, for each Stage of the Curriculum (see table below). These Levels measure your child's progress in each subject and your child moves up through the Levels as they move through the school.

STRUCTURE OF THE NATIONAL CURRICULUM				
Age	Stage	Year	Tests	Target Levels
3-4	Foundation	Pre-School	N/A	
4-5	Foundation	Reception	A Foundation Stage Profile is compiled for each child	
5-6 6-7	Key Stage 1	Year 1 Year 2	Teacher assessments in English and Maths	Level 2
7-8 8-9 9-10 10-11	Key Stage 2	Year 3 Year 4 Year 5 Year 6	National tests/tasks in English, Maths and Science	Level 4
11-12 12-13 13-14	Key Stage 3	Year 7 Year 8 Year 9	National tests/tasks in English, Maths and Science	Level 5/6
14-15 15-16	Key Stage 4	Year 10 Year 11	Some children take GCSEs Most children take GCSEs or equivalent	

Notes:

Target Levels are applied at the end of each Key Stage.

Targets in each subject describe what children should be able to know and do. Level 2 is the target for 7 year olds and Level 4 is the target for 11 year olds.

The aim of the targets is to give a level that *most* children should have reached by a certain age. There will always be some children below and some beyond the target.

There are finer divisions within each Level, e.g. Level 2a, 2b and 2c. 2a is high, 2b is average and 2c is low.

It is important to remember that children develop at different rates. Some children may not reach the Level at the given age but will catch up later. Our assessment of your child's progress is on-going and we are always happy to talk to you about any concerns as they arise.

The National Curriculum stipulates that all schools must teach a daily Literacy Hour, a daily Numeracy Hour and Physical Education every week. Each school can then decide how to organise its own curriculum to teach all the other subjects. The National Curriculum comprises 'core' and foundation subjects only. Core subjects are tested at Key Stage 2.

Core Subjects	English, Maths and Science
Foundation Subjects	Information and Communication Technology (ICT), Design and Technology, History, Geography, Art and Design, Music, Physical Education, Modern Foreign Languages (MFL)
Additional Subjects	Religious Education, Personal, Social and Health Education (PSHE)

Foundation Stage

Our curriculum for the Foundation Stage encompasses the six main areas of learning set out in the Statutory Framework for the Early Years Foundation Stage. Each of these areas is of equal importance:

- personal, social and emotional development,
- communication, language and literacy,
- mathematical development,
- knowledge and understanding of the world,
- physical development,
- creative development.

Each of these six learning areas contain a number of Early Learning Goals which set out what most children are expected to achieve by the end of the Foundation Stage. There are no formal tests during this Stage. Assessments are made and recorded via adult observations. These records contribute to the Foundation Stage Profile which is a summary of each child's attainments compiled at the end of the Foundation Stage and measured using the Early Learning Goals.



Phonics in Action

The Foundation Stage is the first step for a child beginning his or her school life and we appreciate what a big step this can be for parent/carer and child alike. Whilst the Foundation Stage has a strong emphasis on play and fun, activities are carefully structured to enable each child to develop particular skills and gain confidence in the new environment of school.

We understand the value of a caring and supportive atmosphere and within this create stimulating experiences to help children gain the basic skills to enable them to join Year 1 as confident and enthusiastic learners.

School Curriculum

We have developed a broad and balanced curriculum to challenge and stimulate all our pupils. We value creativity and imagination as an essential part of young children's learning. Our curriculum is designed to enable your child to progress personally and academically, to optimise their potential and encourage their development as independent, confident and enthusiastic learners.

English

The development of good language skills is pivotal to a child's personal and academic progress. At Upwood Primary School we create a language environment that is rich in opportunities for children to talk, listen, read and write with confidence and enthusiasm. In line with the Government's renewed Primary Framework for literacy we apply systematic high-quality phonics work across our curriculum. The teaching of synthetic phonics is a crucial element of the reading and writing process. The additional practice that children can get at home is invaluable and to support our Key Stage 1 parents/carers we have an evening workshop to provide guidance on reading and phonics practice at home.

Speaking and Listening

We believe that speaking and listening skills are essential to any language programme. A wide and varied range of activities, both formal and informal, are provided to stimulate and encourage children to practice these vital skills with adults and with other children.

We encourage children to express themselves with confidence and to be sensitive to the views of others. Skills are practiced constantly and developed through conversation, discussion, message giving and drama and so serve as a key skill throughout all school activities. With visitors to school and excursions outside of school these skills are also practiced with people and in situations outside the school environment.

Reading

Good reading skills provide a life-long foundation for learning. While learning to read we also emphasise the importance of understanding the meaning of text. Together with developing basic reading skills we foster a positive attitude to reading and encourage our children to read for pleasure and adventure. We consider our library to be a valuable resource in this endeavour and regular times are scheduled for each class to use the library, in addition to the reading materials available within each classroom. In March each year we celebrate the unique contribution of books to our learning and life experiences by participating in World Book Day.

Building on their oral skills, children are taught synthetic phonics – this is an approach to teaching of reading in which the sounds (phonemes) associated with particular letters are pronounced in isolation and blended together (synthesised). For example, children are taught to take a word, such as ‘cat’ apart into its three letters, pronounce a sound (phoneme) for each letter in turn and blend the sounds together to form a word. As their knowledge of the alphabet develops children are taught reading through guided reading sessions as part of a group activity. They also learn to recognise the pattern of simple groups of letters and identify words. The children also learn about sentence construction and punctuation.

Our reading system is called Book Banding, which organises reading material into 10 different colour bands. Each band contains fiction and non-fiction in a range of ability with some books being challenging and some a little easier. Each colour band is progressively more challenging. The Book Bands system is all about empowering children to read independently. They are able to choose material from within their colour band, rather than following a set scheme. The bands enable children to learn and use the four searchlights for reading: phonics, knowledge of context, grammatical knowledge and word recognition.

We encourage all our parents/carers to continue reading practice at home as it is a valuable support for young readers. Parents/carers can become involved through ‘paired reading’ where they and their child share books by reading together. Those parents/carers who would like to help with reading activities in class are always very welcome.

Writing

Running alongside the teaching of reading is the development of writing skills. It is our aim to enable our children to express their thoughts, feelings, knowledge and observations creatively, accurately and with confidence.

The children experience writing in many forms and for as many purposes as possible, including letter writing, reporting and recording, poetry and prose. Accurate written communication is important for progression in all subjects. Focus is on developing the basic skills of spelling, handwriting, grammar and punctuation.

As in reading, children are taught synthetic phonics to assist writing development. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its sounds (phonemes), say them in turn and write a letter (grapheme) for each sound in turn to produce the written word.

Shared writing is the principal means of teaching writing and enables teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing.
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and by using written texts as models for writing.
- scaffold some aspects of writing, e.g. the spelling and handwriting, to enable children to concentrate on how to compose their writing, e.g. through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects.
- focus on particular aspects of the writing process, such as planning, drafting and revising.

- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

Guided writing is an important element of teaching as exemplified in the Primary Framework and is a key step between whole-class teaching and independent writing. It is during the guided writing session that children are supported to improve their writing and to work with increasing independence. During guided writing, teachers work with groups of children according to their current targets or specific needs.

Mathematics

The Numeracy Hour is a fundamental part of our mathematics curriculum which aims to give children a thorough understanding of and competence with key mathematical skills using oral, mental and practical activities.

We recognise that a solid foundation is essential for future learning, so as children progress in mathematics, we encourage them to use their acquired skills and knowledge in a variety of problem solving and investigative activities. A broad range of topics are covered, encompassing numbers, data handling, shape and space and the five aspects of measure - length, weight, time, volume and capacity.

Science

Science investigates our world and children derive great enjoyment from this exploration. Our science curriculum expands children's natural curiosity about the world around them. Following the National Curriculum our children look at and explore:

- Life processes and living things (such as familiar plants and animals).
- Materials and their properties (such as wood, paper, rock).
- Physical processes (simple ideas in physics taught through experiences with electricity, forces, light and sounds).



Spring Science

Working in these three areas children are introduced to the concept of scientific enquiry. By investigating these everyday materials and processes they learn to challenge, experiment, compare, evaluate, record and explain aspects of the world around them. Their scientific studies also develop research methods, computer skills and communication skills including drawing and the use of scientific language and tools.

ICT (Information and Communication Technology)

Modern technology is changing the way we live, work and play. Children need to develop the skills and confidence to cope with the ever-changing world of computers. Through the ICT curriculum we provide the basic skills to enable our children to become competent computer users.

Children soon become familiar with the keyboard, learn what a computer can do and also the role it plays in the outside world. Key skills such as word-processing, collecting and integrating data, control technology and simple programming (using the computer language of 'logo') are taught. Computers are also a resource used by children for collaborative work on problem solving activities and experimenting with educational games. In this way ICT is integrated across the whole school curriculum to support and enhance learning opportunities in many areas.

As part of the school's ICT curriculum children are offered supervised access to the Internet. The class teacher will direct the use of the Internet during lesson time. Internet access for our school is provided and managed by Cambridgeshire County Council. In addition, we have procedures in place to facilitate safe internet use and these are detailed in our '*Internet Policy*'.

To develop practices for responsible Internet use staff, parents/carers and pupils sign a declaration to uphold the school's rules for responsible internet use. In accordance with our '*Internet Policy*' document, the school requires a signed Internet Access Permission Form from parents/carers before access can be given in class.

Design Technology



Art in Motion

What makes a good design? Why is one material better than another? Our Design Technology lessons are aimed at giving children a practical opportunity to investigate how and why familiar objects work. They work collaboratively to seek solutions to many everyday problems. Design work stimulates inventive thinking and creative problem-solving skills.

Practical skills and dexterity are developed through making up the designs.

A Design Technology week is held each term. This is a stimulating school-wide activity that optimises teaching time and use of materials.

History

In studying history we introduce children to an unfamiliar yet important world – the past. Where do I come from? How did I get here? Investigating the past helps children shed light on these big questions. Exploring some key lives and events from British history and the wider world demonstrates the chronological order of time and helps to locate the current world in context. Skills are developed through seeking information, weighing evidence, reaching and presenting conclusions.



Victorian Ladies

Geography

The links between the way we live and the environment around us are central to the teaching of geography. Comparisons are made between our local area and a contrasting environment, either elsewhere in the United

Kingdom or overseas. Work in Geography introduces children to abstract concepts such as maps and plans.

Art and Design

We believe children's imagination is enriched through artistic expression. At Upwood Primary School our Art and Design curriculum encourages children to develop ideas and express themselves creatively. They learn the skills and processes of modelling, printing, observational drawing, sketching, painting and collage, through handling and exploring a simple range of materials such as paint, clay, pastels, paper and fabric. Children learn how to review their own work and that of others, developing critical, observational and communication skills.



House of Cones

Art is a medium for experimenting with our perceptions of the world around us. As well as developing their own artistic awareness we explore the contribution to the wider world of artists past and present. Occasional visits to school by local artists provide additional inspiration for our pupils. Art and Design activities develop a range of practical, social and intellectual skills that enhance learning experiences across the wider curriculum.

Music and Drama

Inspired by our dedicated Music Teacher music appears throughout our school and across the curriculum with formal lessons, assemblies, plays and concerts. Creating and playing music together helps children explore and express their thoughts and feelings. Learning songs from the past, or from different parts of the world, allows children to connect in a familiar way to otherwise unfamiliar experiences. Opportunities to listen to music encourage attention and concentration skills. Such skills are helpful to a child throughout their school career.

All our children are involved in the activities of singing, playing percussion instruments, listening to and creating music.

Drama gives children a valuable opportunity to explore ideas creatively and imaginatively. In this way they may discover more about themselves and others and come to a deeper understanding of topics that are covered in different areas of the curriculum.



Upwood Beats to African Drums



The Choir

Our music and drama activities often culminate in a production before part of the school or for the wider community. The children work extremely hard, achieving very high standards and thoroughly enjoy the excitement of performing before an audience. These performances offer

valuable opportunities for whole-school activities.

Religious Education

Our Religious Education curriculum is in accordance with the Cambridgeshire Agreed Syllabus for Religious Education. We aim to teach our children about beliefs and values that reflect the predominantly Christian traditions of this country. We feel it is important to also reflect in our school that ours is a modern multi-cultural society. We expect our staff and pupils to respect the beliefs and practices of others and encourage the development of sensitive attitudes towards each other's beliefs.



Key Stage 1 Wedding Celebrations

Collective Worship and Assemblies

School assemblies are held each day of the week. Children play an active part in collective worship and assemblies. These occasions encourage the community spirit that underlines the ethos of our school. Our assemblies normally have a weekly theme and often include guests from the wider community. Our Friday afternoon assemblies include opportunities to celebrate the special achievements and certificates awarded across the whole school.

It is a parent's/carer's right to withdraw their child from Religious Education and/or collective worship. If you should wish to remove your child from either or both of these activities please notify the Head Teacher in writing. We will then discuss with you suitable, alternative arrangements for your child at these times.

Physical Education

Through physical activity children learn much about the capabilities of their own bodies. They learn how to prepare for and recover from exercise and what happens to their body when they are physically active. This is an important foundation to help them lead active, healthy lives as they grow up.

Beginning with simple skills such as throwing and catching, running and skipping, they learn to work with a variety of apparatus including beanbags, bats, balls, ropes and hockey sticks. Through sports, games and dance children develop balance, co-ordination and rhythm. They learn how to compete individually and how to work in teams.

With growing confidence and skill they work co-operatively in a number of team situations that ultimately include competing in inter-school events. Activities include: football, High 5's, athletics and cricket.

Personal, Social and Health Education and Citizenship

Personal, Social and Health Education (PSHE) promotes pupils' personal, social and emotional development, as well as their health and well-being. Our PSHE curriculum is designed to help give our children the knowledge and skills they need to lead confident, healthy and

independent lives. It aims to help them understand how they are developing personally and socially, and explores many of the moral, social and cultural issues that are part of growing up.

We are committed to the health and safety of all the members of our school community.

Sex Education Policy

Sex Education is included as an integral part of the school health education programme. Children in Key Stage 2 will study the details of human reproduction. Parents/carers will be invited to a meeting prior to the programme being undertaken, so that they can be involved and prepared for the issues and questions that may arise at home. They will be able to see the materials used, including a video, be informed about the contribution of outside speakers and see a copy of the school's current '*Sex Education Policy*'. It is a parent's/carer's right to withdraw their child from sex education.

Drugs Education Policy

As part of our care for the welfare of pupils we aim to educate and inform all our pupils on the consequences of drug use and misuse. We recognise how important it is to deliver this curriculum within the framework of a caring environment. We believe that parents/carers and school should work in partnership and share responsibility for educating our young people about this important issue. A copy of our full '*Drugs Education Policy*' is available.

Special Educational Needs

Children with exceptional abilities and talents, children with physical disabilities and children with learning difficulties, have special and particular needs. In order for them to realise their full potential, these must be recognised and met.

We are fortunate to be able to call upon specialist support that includes speech therapists and an Educational Psychologist. The appropriate specialist works closely with the child and their teacher, planning and carrying out a specified programme, and selecting appropriate resources and materials to be used.

Progress is monitored constantly and alterations to the programme are made if, and when, necessary. The children are actively encouraged to record their successes, and to take pride in their achievements and the goals reached.

Parents/carers are closely involved at all times and are encouraged to take an active part in supporting their child.

A member of staff is appointed as the Special Educational Needs Co-ordinator (SENCo) to ensure appropriate measures are in place and to co-ordinate action and monitoring across the whole school. Our full '*Special Educational Needs Policy*' is available.

Gifted and Talented

A separate register for pupils identified as Gifted and/or Talented is maintained and monitored by the Head and Deputy Head Teachers. Pupils are identified as 'Gifted' in English, Maths and Science, and/or identified as 'Talented' in Music, Art and Physical Education, in the main.

Assessment and Testing

Children are regularly assessed to identify their strengths and weaknesses and to plan for the subsequent stages in their education. This process begins in the Reception class with the Foundation Stage Profile. At the end of Year 2 (Key Stage 1) and Year 6 (Key Stage 2) the children undertake Standard Assessment Tests (SATs) as required by the National Curriculum. This assessment measures their progress through the prescribed levels specified in each subject area.

Our staff use a variety of approaches to facilitate their understanding of each pupil's progress. They make observations, listen formally and informally and use a child's recording of their task as evidence. This will include written work, construction, reading, group or class discussion, models, graphical representations, self-assessment, diagrammatic, display work and computer generation.

Homework

Homework is any work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. One of the most valuable areas in which our children can be helped at home is reading.

The purposes of homework changes as the children get older. Therefore at Key Stage 1 the emphasis is on developing a partnership with parents/carers and involving them actively in their children's learning. At this stage the children will be working on key skills.

As children get older they will become more independent and develop more skills in the three core curriculum subjects of English, Maths and Science. By the end of Key Stage 2 the homework will cover a wider range of tasks and the children should be in the habit of devoting regular periods of time to study on their own. Year 6 pupils will be expected to keep a homework diary. Our full '*Homework Policy*' is available.

Educational and Residential Visits



Isle of Wight Residential

Visits of various kinds are an important part of our school year. They fall into two main categories. Firstly, there are those that are directly linked with on-going work where the objective is to bring first hand experience to an area of study. These can be visits to specific places of interest, or can involve groups visiting the school, for example: African drummers and

dancers. Secondly, there are residential visits. These extend the children's horizons, develop their self-confidence and help them to build relationships in surroundings that are very different from those at school.

Our Year 2 and Year 3 children enjoy a residential stay at a centre such as Burwell House in Cambridgeshire.

Our Year 4, Year 5 and Year 6 pupils enjoy a week's stay each year in a location such as the Derbyshire Peaks, North Yorkshire or the Isle of Wight.

The Funding of Visits

The 1988 Education Act states that charges may not be levied for activities organised by the school such as day trips and residential visits. The Act specifically states that any activity that takes place in school time, or mainly in school time, must be free - except for the cost of board and lodging. There is no restriction on requesting voluntary contributions.



Duxford Air Museum

Throughout the school year the children are involved in a number of visits that, although not essential, are both an enjoyable and an enriching part of their education. The school does not receive separate funds to provide these excursions. In planning these activities we make every effort to minimise the costs involved as such trips can only take place with the understanding and voluntary support of our parental community.

Our policy is to send a letter to parents/carers outlining an activity and the level of voluntary contribution necessary to make the activity self-financing. In the exceptional circumstances of insufficient support being given, the school reserves the right to cancel the proposed activity and refund any contributions already received.

We believe that the experiences offered by these extra activities are invaluable and reassure you that no child will be excluded from an activity if their family cannot afford to pay the voluntary contribution.

COMMUNICATION WITH PARENTS/CARERS

Keeping In Contact

We value developing a close liaison between our school and each parent/carer as this enables us to work together effectively. We encourage any queries or concerns to be dealt with as they arise and parents/carers are always welcome to discuss these with the class teacher at the end of the school day.

From time to time it may be necessary to discuss an issue with the Head Teacher and arrangements to do this are made through the School Office. If the Head Teacher is not available a mutually convenient appointment for the earliest possible opportunity will be made.

School Policy Documents

Copies of relevant School Policy Documents are normally accessible via the School Website. However, maintaining the Website may mean that access is restricted from time to time. If required, hard copies of School Policy Documents can be obtained from the School Office.

Reports and Consultation Evenings

Parents/carers are invited to attend a Consultation Meeting during the Autumn Term. This is an opportunity to meet with the class teacher to discuss both the academic and social development of your child. A further opportunity to review progress and to set targets for the remainder of the academic year is offered with a second parent/carer Consultation Meeting in the Spring Term.

In the Summer Term we produce an Annual Report summarising your child's progress and achievements over the full academic year. After receipt of this written report you are welcome to request a further meeting with the class teacher should you wish to do so.

Home-School Agreement

Our Home-School Agreement underpins our belief that children achieve more when school and parent/carer work together. This document reflects our school values and outlines the responsibilities of the school, the child and the parent/carer. We feel that in signing the Agreement all three parties demonstrate their commitment to working together. A copy of the Home-School Agreement is included in the New Intake Pack for new parents/carers.

Newsletters and Notices

Our Head Teacher issues a Monthly Newsletter to all parents/carers. This will cover a range of information and deals with activities across the whole school. Parents/carers will also receive letters and notices from the School Office, teaching staff and the Head Teacher on issues specific to their child or child's Key Stage group. This includes a termly newsletter from each key stage.

E-Communication

The increasing use of computer technology allows us to disseminate information electronically. There are two distinct forms of electronic communication that we use; the school website and ParentMail.

School Website (cgd.e2bn.net)

Our school website currently acts as an electronic notice-board, containing general school information, and a document library for those key documents that parents/carers may require access to. The website is under constant development.

ParentMail

ParentMail is a web-based e-mail service that we subscribe to. The service allows us to send messages straight to your computer's mailbox, providing a fast and direct delivery. It is particularly useful for general school notices, dates and announcements. For security reasons we do not send messages about individual pupils. There is no charge to parents/carers for using this service. We encourage all our parents/carers to join this service should they wish to do so.

Developing our use of electronic communication has several benefits:

- efficient use of staff time by reducing the amount of paper copies required,
- saving money by reducing staff time and paper costs,
- responsible use of resources,
- access to school information at a time to suit you,

- direct mail between the school and parent/carer.

Whilst there are benefits to these systems we appreciate that not everybody can, or wishes, to use them. We will always provide hard copies of any information required and will always use the most appropriate method to communicate with parents/carers.

Freedom of Information Act (FOIA)

The Freedom of Information Act 2000, which came into force fully from 1 January 2005, provides a legal right for any person to ask a school for access to information that it holds. Although the Act presumes openness it recognises the need to protect sensitive information in certain circumstances and provides for exemptions.

One of the aims of the Act is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public. Upwood Primary School has compiled its *'Freedom of Information Policy'* in compliance with the Freedom of Information Act and a full copy is available. In summary our Policy covers:

- the classes of information which we publish or intend to publish;
- the manner in which the information will be published, and;
- whether the information is available free of charge or on payment.

Our Policy applies to information already published and information which is to be published in the future. The classes of information that we undertake to make available are organised into four broad topic areas:

- School Prospectus – information published in the school prospectus.
- Governors' Documents – information published in the Governors Annual Report and in other governing body documents.
- Pupils & Curriculum – information about policies that relate to pupils and the school curriculum.
- School Policies and other information related to the school - information about policies that relate to the school in general.

Complaints Procedure

Our school is committed to developing a strong sense of partnership with parents/carers and other members of the local community. This helps to provide a good basis for understanding and resolution when things appear to go wrong.

A copy of our *'School Complaints Policy'* document can be obtained from the School Office.

Our Policy describes the procedure to be followed when complaints are made by parents/carers and others about the conduct of the school or the actions of any member of our staff. The procedure excludes complaints relating to the school's delivery of the National Curriculum. The procedure for curriculum complaints is summarised in the leaflet *'Complaints about the School Curriculum'*, which has been written specifically for governors and parents/carers. Copies of this are available to parents/carers and governors from the School Office.

The complaints procedure has three distinct stages:

- Informal stage: e.g. discussion between parent/carer and Deputy Head Teacher/Head Teacher. We very much hope that most complaints can be resolved at this stage.
- Formal complaint to the Governing Body of the School.
- Formal complaint to the Local Authority (LA).

Our main aim throughout any complaint is to resolve the matter as quickly and effectively as possible, to everybody's satisfaction.

HEALTH AND WELFARE

Health Care

The Local Authority provides a range of health related services for schools to advise parents/carers, children and teachers on any health problems that may affect a child's progress at school.

During your child's time at Upwood she or he may be seen by the School Doctor and School Nurse. These health visits include height and weight checks and vision and hearing tests. When such a visit is pending we will

write to you in advance, notifying you of the date, time and purpose of the visit and inviting you and your child to attend. No examinations will be carried out without your permission.

Each school has a named School Nurse, who is a Registered Nurse, with further specialised training.

The health services provided via the school are supplementary to your family services and are not intended to replace them.

First Aid

Basic First Aid is available in School. We have staff members who are Local Authority qualified with current four-day or one-day First Aid Certificates. Any child who becomes unwell or who is injured during the school day will be cared for by one of our qualified First Aiders.

Any serious accident, or sickness, is referred to the Head Teacher and parents/carers are informed accordingly. If we consider that hospital treatment is necessary we will inform you immediately so that you may accompany your child to hospital.

It is essential that we are kept up to date with contact details. In the event that we are unable to contact you we will act, in the best interests of the child, on your behalf.

Medicines

Our procedures for handling medicines within School are drawn up in accordance with the guidelines provided by the Department for Children, Schools and Families and are regularly reviewed. We are willing to offer this care should it be required. However, First Aiders are not obligated to do so and may refuse to administer a medication if they are concerned about any aspect of the procedure or medication in question.

If a child should need routine medication during the school day we will require a letter of authorisation from the parent/carer. Details of dosage time and amount must be included and all medicine containers must be clearly labelled with the child's full name. The medication must be within the use-by-date. If these requirements are not met our First Aiders will not be able to administer the medication. Medications and

instructions must be delivered to the School Office and are then stored appropriately. For long term treatments, such as asthma, an appropriate Careplan is drawn up in consultation with our School Nurse and in accordance with the Department for Children, Schools and Families guidelines.

Positive Behaviour

We expect and encourage a high standard of behaviour from pupils and staff alike. Everyone within our school community has rights and responsibilities, supported by mutual respect and care for each other and our school environment.

Our guiding principle is to respond positively and to value and reward good behaviour. Our '*School Behaviour Code*' is implemented across the school and developed within each classroom. The Code contains guidelines for acceptable and unacceptable behaviour and is also reinforced through the PHSE curriculum and school assemblies.

We believe that success, praise and encouragement will develop a sense of belonging, personal worth and feelings of mutual respect in our children. Sanctions, when used, will be clear and easy to understand and will be applied fairly. If a child displays persistent behaviour problems we will consult with the parent/carer.

As our children mature and develop personal skills we will increase their range of responsibility to further develop and encourage their sense of independence.

Anti-bullying

At Upwood Primary School all pupils have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable.

We recognise the effects bullying can have on pupils' feelings of worth and on their school work and we will actively work to promote an anti-bullying environment.

It is our belief that all pupils should be included fully in the life of the school. We will provide a learning environment in which all children will develop their potential and receive recognition for their achievements. This can only be achieved in an ethos where each individual is valued and respected.

We will reduce and eradicate, wherever possible, instances in which pupils are subject to any form of bullying. We will provide support to pupils who have been bullied. All reports of bullying will be taken seriously and followed up to prevent a recurrence. Pupils are expected to report all incidents of bullying, support each other and to seek help to ensure everyone feels safe and no-one feels excluded or afraid in school.

Parents/carers can help by supporting our '*Anti-bullying Policy*', discussing with their child's teacher any concerns that their child may be experiencing, and helping to establish an anti-bullying culture outside of school. A full copy of our '*Anti-bullying Policy*' is available.

Physical Intervention

Upwood Primary School is committed to ensuring that all staff and adults with responsibility for our children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour. Physical intervention will only be used as a last resort. If used at all, it will be in the context of a respectful, supportive relationship with the pupils by trained staff. Our aim will be to ensure minimal risk of injury to pupil or staff.

Child Protection

We fully recognise the responsibility we have under Section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Our staff, through their day-to-day contact with pupils, and direct work with families have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency; normally the Social Care Team.

We have four main elements supporting our Child Protection responsibilities. These are:

- PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
- PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.
- SUPPORT to pupils who may have been abused.
- PREVENTING unsuitable people working with children.

The law requires Head Teachers to act if there are grounds for suspicion. Issues relating to Child Protection will be handled with sensitivity in accordance with current legal requirements and Local Authority and school policies. We hope that parents/carers, appreciating how difficult it is for Head Teachers to carry out these delicate responsibilities, will understand that if any action is taken it is done so with the best interests of the child in mind.

Our Child Protection measures apply to all staff and volunteers working in the school, including community education staff and Governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. A full copy of our '*Child Protection Policy*' is available.

OTHER ASPECTS OF SCHOOL LIFE

School Security

At Upwood we strive to run a friendly and accessible school which is welcoming to all our pupils, parents/carers and visitors. The Health and Safety and Facilities sub-committees of our Governing Body continuously review our provisions for keeping our school premises safe and secure. We appreciate the co-operation of school members and the wider community in supporting our policies and procedures to maintain an open yet safe environment.

For security reasons anyone visiting the school is required to sign in at the School Office and receive a visitor's badge. Visitors also need to sign out and return their badge before leaving the school premises.

During the school day access to school buildings will be restricted. All our external doors are protected with key-pad access locks. On visiting the school please ensure that all gates and doors close fully behind you. The staff car park is for vehicles and deliveries and should not be used as an access point for children.

In order to maintain an accurate daily register children who need to be absent for part of the school day need to be signed out and in via the School Office. This includes children who go home for lunch.

Children will be supervised on the school playground from 8.50am. At the end of the school day all children are supervised until collected by their parent/carer/responsible adult.

Travelling to School

Transport is provided for children living in the outlying parts of our catchment area. Parents/carers of children eligible to use the school bus should apply for a bus pass. Application forms are available from the School Office.

We recommend that parents/carers arriving at school by car use the school car park adjacent to the school. Road access to the school is limited and congestion at the start and end of the school day is likely. To maintain a safe area outside our school we respectfully request that all drivers approach, manoeuvre and depart with extreme caution and consideration for all pedestrians and other road users.

The bus lay-by outside the school gates is part of the public highway and is not school property. It is used by the school bus and taxis between 8.45am and 9.00am and again from 3.20pm until approximately 3.40pm. In the interests of road safety we appreciate the co-operation of parents/carers to avoid blocking the bus lay-by during these times.

Cycling

In the Summer Term and in conjunction with the Road Safety section of Cambridgeshire County Council we provide a 'Safe Cycling' scheme for pupils from Years 5 and 6. The LA provides training for volunteer instructors and continues to monitor the whole scheme. The scheme involves 'on road' cycle training during school time over several weeks and ends with a practical test and certification for successful candidates.

Year 3 and 4 pupils have the opportunity to join the 'Pedal Power' scheme which aims to improve cycling ability and road awareness skills within the school playground.

Cycles in School

We have a designated cycle storage area within the school grounds, however the school cannot be held responsible for the safety or security of cycles brought onto school property. Please ensure that all cycles are lockable. On school grounds cycles must be pushed and not ridden.

Meals and Break Time Snacks

Sweets and chocolates cannot be brought into school for break-time snacks. Since September 2005 we have been participating in the government sponsored 'Five-a-Day Fruit and Vegetable Scheme'. This provides fresh fruit and vegetables every day with the aim of encouraging all children to eat more healthily. We have found that the provision of a healthy alternative has been well received by our children who now actively choose and enjoy fresh fruit and vegetables. Fresh water is available from water coolers. The school's Governing Body fully supports this initiative and request that parents/carers limit snack foods to healthy options.

We provide a variety of freshly cooked nutritious lunches for the children that are very popular and are good value. Menus, covering a two week period are displayed on the School Notice-board. Special Menu Days are also publicised in advance. Parents/carers and grandparents are always warmly welcomed to dine with us. Please notify the School Office by 9.00am at the latest on your morning of choice. Those children, who would prefer it, are welcome to bring a packed lunch from home.

School meals may be paid for on a weekly or termly basis. Payment must be sent in an envelope clearly marked with the child's full name and class. Cheques should be made payable to 'Upwood Primary School'. To assist the School Office staff parents/carers are requested to send payments in on Mondays. If you are eligible for free school lunches please collect an application form from the School Office.

We encourage children starting in Reception class to take school lunches for the first term. Sharing the lunchtime experience helps them integrate fully into the life of the school, develop social skills and personal confidence.

Personal Property

The school has no insurance for damage or loss of children's personal belongings and is unable to take responsibility for personal items that may be brought onto the school premises. Therefore any items that may be brought into school, for example for 'show and tell' sessions, are done so at the parent's/carer's discretion and remain the responsibility of the child.

We strongly recommend that other items, (for example bicycles), that do come onto school premises be covered by your own household insurance policy.

Lost Property

Items of lost property are stored for one month. After this time any unclaimed items are donated to charity. Lost property can be retrieved from the container inside the main entrance to the school.

Clubs

We offer a number of extra-curricular activities at Upwood. The activities vary from year to year and normally cover a range of interests. Clubs we have recently operated include football, games, art and design, High 5's and choir.



Reading Club

After-school Care

'Upwood's Out' is an after-school club for 4 – 11 year olds. It meets in the school dining room every weekday of term time from 3.30 to 6.00pm. The children are supervised by qualified staff in a caring, relaxed atmosphere with games, toys and fun activities for indoor and outdoor recreation.

The Club is managed by a dedicated committee and operates to provide reliable, safe and flexible childcare solely for Upwood School pupils. The charges for each session can be paid on a daily, weekly or monthly basis to suit busy and working parents/carers.

Volunteers In School

There is much to be involved with and enjoy at Upwood. Many activities here are enriched by the active support of parents/carers, and other members of the community, who volunteer to spend time in school each week. These volunteers help with various aspects of school life including listening to children read, cooking, sewing, maths, swimming and clubs. School trips and visits off site would often not be possible without the continued participation of volunteers. The help we receive, whether for a one-off event or regular classroom support, is invaluable and contributes also to the diversity of school life for the children.

If you have any time that you could offer, or a particular skill or talent that you could share, we would love to hear from you. There is a statutory requirement for all volunteers in the school to have a CRB (Criminal Record Bureau) check. This procedure is handled by the School Office and there are no costs incurred by the volunteer.

The Next Step

The right choice of secondary school is a personal matter. In order to help you make your choice we will support you and your child through this experience and do everything we reasonably can to ensure a smooth transition onto your new school.

The majority of children who attend Upwood Primary School begin their secondary education by transferring to our feeder school, the Abbey College in Ramsey. Others transfer to alternative secondary schools in the area or into private education.

We benefit from a close working relationship with the Abbey College who will invite you to visit their school and deal with any queries you may have. The Abbey College also organise 'gifted and talented' days for KS1 and KS2 children in the area, covering Maths and Design Technology. Our children have found these days very enjoyable and informative.

During their final year at Upwood all Year 6 pupils are invited to spend time in the secondary school of their choice and will be visited at Upwood by a representative from that school. Records of your child's progress at Upwood will be passed to your chosen secondary school and discussions will take place with the Year 6 teacher.

AND FINALLY...

Whilst every care has been taken to ensure accuracy at the time of publication some details may be subject to change as the school year progresses. We hope that you've found our Prospectus helpful and informative. We are always happy to help with any further information you may require and would be delighted to show you around our school. Please contact us through our School Office.



Our Annual Finale

APPENDIX A (DOCUMENTS REFERRED TO IN THE SCHOOL PROSPECTUS)

- 'Members of the Governing Body'
- 'Upwood Primary School Policy Document: Inclusion'
- 'Upwood Primary School Policy Document: Admissions'
- 'Upwood Primary School Policy Document: Internet Use'
- 'Upwood Primary School Policy Document: Sex Education'
- 'Upwood Primary School Policy Document: Drug Education'
- 'Upwood Primary School Policy Document: Special Educational Needs (SEN)'
- 'Upwood Primary School Policy Document: Homework'
- 'Upwood Primary School Policy Document: Freedom of Information'
- 'Upwood Primary School Policy Document: Complaints'
- 'Upwood Primary School Policy Document: Positive Behaviour and/or School Behaviour'
- 'Upwood Primary School Policy Document: Anti-Bullying'
- 'Upwood Primary School Policy Document: Accessibility'

APPENDIX B (ATTENDANCE STATISTICS 2009)

The National Average for pupil attendance is:	94.7%
Pupil attendance at Upwood Primary School is:	96.35%
Pupil absence is recorded in half-day units, called pupil sessions.	
The percentage of authorised pupil sessions missed is:	3.15%
The percentage of unauthorised pupil sessions missed is:	0.5%

APPENDIX C (KEY STAGE 1 TEST RESULTS 2009)

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 28

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
	W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children	
Speaking and listening	Boys	0	8	77			15	0	0	
	Girls	0	7	73			20	0	0	
	Whole School	0	7	75			18	0	0	
	National	2	11	65			21	0	0	
Reading	Boys	0	8		8	38	23	0	0	
	Girls	0	20		7	13	47	0	0	
	Whole School	0	14		7	25	36	0	0	
	National	3	13		13	22	24	25	0	0
Writing	Boys	0	23		23	38	15	0	0	
	Girls	7	33		0	33	27	0	0	
	Whole School	4	29		11	36	21	0	0	
	National	5	15		22	27	19	12	0	0
Mathematics	Boys	0	0		23	8	38	31	0	0
	Girls	0	7		20	27	40	7	0	0
	Whole School	0	4		21	18	39	18	0	0
	National	2	8		16	25	27	21	0	0
	W	1	2	2C	2B	2A	3 or above	U		
Science	Boys	0	8	54			38	0	0	
	Girls	0	0	87			13	0	0	
	Whole School	0	4	71			25	0	0	
	National	2	9	67			22			

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.
 U represents children for whom it is not possible to determine a level.

APPENDIX D (KEY STAGE 2 TEST RESULTS 2009)

COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) as a percentage of those eligible for assessment.

The number of eligible children is: 24

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	4	17	58	21	0	0	0
	National	0	1	4	16	49	30	0	0	0
Mathematics	School	0	0	4	25	42	29	0	0	0
	National	0	1	4	16	46	33	0	0	0
Science	School	0	0	0	13	42	46	0	0	0
	National	0	0	2	12	47	38	0	0	0

TEST RESULTS 2009 and NATIONAL 2008										
		Percentage at each level								
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent			
English	School	4	25	42	29	0	0			
	National	6	13	51	30	0	1			
Reading	School	4	17	46	33	0	0			
	National	6	6	38	49	0	1			
Writing	School	4	29	42	25	0	0			
	National	6	26	48	20	0	1			
Mathematics	School	4	21	46	29	0	0			
	National	5	15	47	31	0	1			
Science	School	4	8	38	50	0	0			
	National	2	8	44	44	0	1			

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

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.