



Petersfield Church of England Aided Primary School

Prospectus 2024 - 2025



God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. 'I have come that they may have life, and have it to the full' John 10:10.

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Headteachers' Letter

Dear Parents,

We would like to warmly welcome you to Petersfield Church of England Aided Primary School.

Our current school roll (of approximately 130 girls and boys, aged from four to eleven years old) enables us to run six classes for our pupils. Whilst the majority of our pupils come from the surrounding villages of Orwell, Arrington, Croydon, Tadlow, Whaddon and Wimpole, we are pleased to welcome pupils from the wider South Cambridgeshire area. As a result, our class structure varies each year according to the size of each year group cohort. Currently we have four classes in Key Stage 2 and two classes in EYFS and Key Stage 1.

We are proud to be leading a passionate and enthusiastic staff team who value an ambitious curriculum which has been developed to enable learners to build knowledge and develop skills throughout their time here at Petersfield. In addition, our curriculum encourages excellence, enjoyment, perseverance and the building of positive relationships.

As well as providing fantastic social events, our Friends of Petersfield (FOPS) are highly successful in raising funds for Petersfield. Recent donations have enabled us to purchase equipment, fund school visits as well as reading books.

We firmly believe that a strong parent-partnership is essential as we work together to best meet the needs of each child. Therefore, as a school, we update parents on current information and initiatives and are available daily on the playground to liaise, help and provide pastoral support to all our pupils.

We look forward to welcoming pupils, parents and visitors to our school as you become part of our wonderful school community.

Yours faithfully,

Laura Penrose and Lynsey Perkins

School Contact Details

The school day: The gates open at 8:45am for a prompt 8:50am start. The school day ends at 3:15pm. Puffins, our out of school hours club, is open from 7:45am and closes at 6:00pm.

School Address

Petersfield Church of England Aided Primary School
Hurdleditch Road
Orwell
Royston
SG8 5QG

Please see our school website for a map of our location.

Telephone: 01223 207382

Fax: 01223 208567

School Website: <http://www.petersfield.cambs.sch.uk>

Email: office@petersfield.cambs.sch.uk

We look forward to welcoming you to our school. For more information, please contact the school office where Miss Laura Whetlor and Miss Eleanor Williams will be pleased to assist you.



Our School Context

Petersfield Church of England Aided Primary school is located in the village of Orwell in South Cambridgeshire, close to the Hertfordshire border. We are easily accessible from the A1, A10 and M11. Royston, our nearest market town, boasts a mainline train station with direct lines to London, Brighton and Cambridge.

Our school serves families from within the parish boundaries of Orwell, Arrington, Croydon, Tadlow, Whaddon and Wimpole and welcomes pupils from a wider surrounding area.

Though classed as a 'small school', pupils are organised into six classes. All pupils are warmly welcomed into our school community; our goal is to enable all pupils to make good academic and pastoral progress whilst at Petersfield.

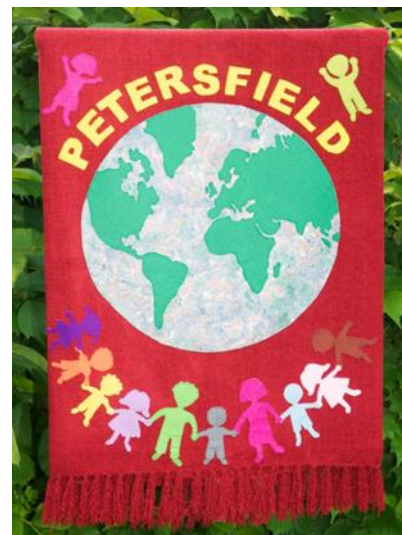
As a Church school, we are committed to providing high- quality education within a Christian context. We work closely with the Diocese of Ely and are proud to regularly visit our local churches. We also work closely with Rev Felicity Couch, Rector of the Orwell Group Benefice (Arrington, Barrington, Croydon, Orwell and Wimpole), and the Minister of Orwell Methodist Church.

Our school is a key part of the community with many visits and learning opportunities taking place locally. We are situated near Wimpole Hall Estate and Farm and are less than ten miles from the University of Cambridge. We are proud to have close links with both organisations. Petersfield works in partnership with local cluster schools to organise sporting events, share transport costs, facilitate staff training and provide support where required. Staff and pupils contribute to the Orwell Bulletin and the local Parish Magazine.

Puffins offers wraparound childcare before and after school Monday to Friday 7:45am to 6pm.

We work closely with our local secondary schools to ensure a smooth transition into Year 7 for our pupils. Our local feeder schools are Bassingbourn and Comberton Village Colleges.

Our active and committed Governing Body work in partnership with us to ensure the school is well led, safeguarding is effective, the personal development, welfare and behaviour of pupils is successfully promoted, the quality of the teaching and learning is high thus ensuring the outcomes for our pupils are good.



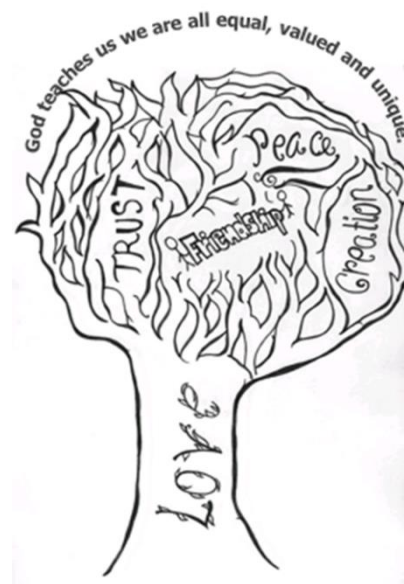
Our School Vision and Values

Our Vision

Live Life to the Full - God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. 'I have come that they may have life, and have it to the full' John 10:10.

Our Values

Our deeply held Christian values motivate and inspire us to provide a rich and diverse education, while specific values teach us peace, trust, friendship, creativity and love, providing a truly Christian environment in which to learn.



Love: 1 Corinthians 13 4-7 "Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, and always perseveres".

The Christian value of love should be fundamental in all we do. We aspire to this value being woven into the fabric of life at our school. It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:v4 "Trust in the LORD forever, for the LORD, the LORD himself, is the Rock eternal."

Our Christian value of Trust encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship trusting in God as our rock.

Peace: Thessalonians 5:v13 "Live in peace with each other".

Peace is a Christian value that helps us to respect each other, recognising all opinions and giving us a firm framework for life, and tolerance in school, the wider community and the world. We aspire to embed this value throughout the school in order to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 "Do to others as you would have them do to you".

At Petersfield we value and understand the importance of friendship in all areas of our school community. We constantly strive to build and foster the positive relationships that make and promote good friendships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 "We have different gifts, according to the grace given to each of us."

We strongly believe that each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of learning and school life. We celebrate all achievements rejoicing in the diversity and individuality of our pupils.

Our School Aims

In order to meet our vision, pupils, staff and the Governing Body agreed the following aims:

- To ensure that every member of our community experiences a safe, happy environment based on the teachings of Jesus, which are love and forgiveness.
- To foster confidence, responsibility and self-esteem in each individual so that they can make good independent choices and contribute fully to the school and community.
- To address all learning needs to develop each individual's full potential.
- To engender a lifelong enjoyment of learning through the delivery of a broad and lively curriculum.
- To prepare pupils to be good citizens in a diverse and rapidly changing multicultural world.

Our pupils considered the aims and the elected School Council decided to explain them in their own words.



Persevering in class

Education

Trusting all

Everyone matters

Respecting others

Safe in school

Friendship

Including everyone

Encourage

Loving God

Determination



Our school Motto is: TEAM - Together Everyone Achieves More

The Governing Body

The Co-Chairs of Governors are Mrs Linda Meredith and Mrs Jane Johnson.
The Clerk to the Governors is Mr Andrew Pulham.

To contact the Co-Chairs of Governors or to ask for information, please email the clerk – clerk@petersfield.cambs.sch.uk

Forward from the Chair

The Governing Body of Petersfield School is committed to steering school improvement. Our governors are a voluntary group of dedicated people that are focused on clarity of vision, ethos and strategic direction for Petersfield School.

Our responsibility is to challenge all expectations, to monitor targets for pupils and staff and to set a budget that meets the needs of the school. Working together with the Headteachers, as the school's critical friend, we are helping to improve education for every child in this school.

Ofsted and the Local Authority Governance Service Health Check have both validated governors' effectiveness, efficiency and ability to challenge. We continue to ensure that we have the tools for the new challenges in the education system and that we concentrate our time and skills effectively.

The purpose of this page is to provide information about the work of the Governing Body and its committees involved in the management of our school, and how, together with the Headteachers we make decisions that affect our pupils and parents.

Linda Meredith

The Governing Body:

- guides and helps plan the school's overall direction
- selects the Headteachers, assists with the recruitment of teaching staff and approves decisions on staffing
- sets the policies which define how the school is run and ensures these are followed
- annually sets a balanced school budget
- ensures the National Curriculum is taught
- reviews the progress of the school against agreed targets and objectives
- makes sure that proper safeguarding procedures are in place
- makes sure that statutory duties are fulfilled.

Petersfield Governors come from many walks of life. We are a diverse group that includes people with many backgrounds. All Governors, except Ex Officio Governors, are appointed for a term of four years.

The Clerk to Petersfield Governing Body is Mr Andrew Pulham. The Clerk is responsible for arranging meetings, circulating relevant materials, ensuring compliance with the governing body's constitution and relevant guidance, and taking and keeping minutes of meetings.

The Governing Body is charged with making sure that it has the relevant skills to carry out its duties. Governors attend termly briefings, workshops and targeted training courses on subjects relevant to our set objectives as part of the continued development of the Governing Body.

The Full Governing Body (FGB) meets five times during the school year. It receives reports from the Headteachers and the committees, and monitoring reports from governors who have visited the school. Governors discuss and approve policies that are reserved for the FGB such as the Child Protection and Pay Policies, and take time to discuss issues that affect the school's progress and how these issues will be managed.

The majority of the Governors' work is done in committees. At Petersfield there are two committees:

Standards. This committee monitors the taught curriculum and the performance of the school against different educational goals and standards. The committee is also concerned with health and safety, parent-school relations, and communications.

Resources. This committee is responsible for financial oversight, and issues relating to the school's buildings and grounds. It is also concerned with key management issues, such as human resources and legal compliance.

Meeting dates are listed on our school website.

For further information about the work of the Governors or becoming a Governor yourself, please feel free to approach any one of us. To help you to recognise us easily, photographs of all the current school Governors are displayed in the main entrance hall.

You can also e-mail us

- via the school office at office@petersfield.cambs.sch.uk.
- via the clerk at clerk@petersfield.cambs.sch.uk.



Staffing Structure 2024-2025

Co - Headteachers –Mrs L Penrose (SENDCo) and Ms L Perkins

Senior Leadership Team -Mrs K Parkinson (EYFS and KS1 Leader) Mr H Carter (KS2 Leader)

Reception/ Year 1 (Ash Class) – Mrs K Parkinson

Year 1/Year 2 (Elm Class)- Miss K Whitehead

Year 3 (Pine Class) - Mr H Carter

Year 4 (Hazel Class)- Miss Swain

Year 5 (Rowan Class) – Mrs R Wilson

Year 6 (Yew class)- Ms K Catchpole

Teaching Assistants

Mrs C Want (HLTA)

Mrs J Anderson (HLTA)

Mrs S Sirett

Mrs A Squires

Mrs J Clark

Miss J Squires

Maths Specialist - Mrs J Anderson

Sports Coach – Miss L Cruickshank

Midday Supervising Assistants

Mrs S Sirett (Senior MSA)

Mrs J Clark

Mrs L Rivvers

Mrs C Want

Mrs J Anderson

Office Staff

Miss L Whetlor

Miss E Williams

Cleaning & Catering Staff

Mrs Presland

Ms J Rolfe

Puffins Staff

Mrs Little

Mrs Want

Mrs Bonfield

Admissions

Petersfield Church of England Aided School is a Primary school of approximately 130 pupils from Reception to Year 6. Our Pupil Admission number (PAN) is 30 per year group making a total capacity of 210 pupils. Our cohorts vary in size each year so some year groups are approaching our maximum Pupil Admission Number whilst others are not.

All admission decisions, including children from outside the catchment area, are made following consultation with the Schools` Admissions Department at Shire Hall, Cambridge. Our youngest pupils are admitted to Petersfield at the start of the academic year in which they turn 5 years old. Further advice can be found in the Cambridgeshire Admissions document.

Admission forms can be obtained from the school office, or online from the Cambridgeshire county council website on <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/> or by calling the admissions office on 0345 045 1370

Admission to Reception

We stagger the entry of our Reception pupils over a couple of weeks as we believe it is beneficial to the children's social, emotional and academic progress. As we understand that all our pupils have differing needs and take differing amounts of time to settle, we work hard to ensure the provision is appropriate for all pupils by:

- building on our strong links with our neighbouring preschools
- writing to new parents following their acceptance of the offered place with details of our transition arrangements
- welcoming new parents into school for a stating school information event. Parents are invited to ask questions, visit the classroom and meet the Headteachers and other key staff members
- arranging visits for new Reception pupils in the summer term
- inviting new pupils and parents to events such as the production, summer fair and sports day
- visiting new Reception pupils at home during the summer term
- writing to new pupils over the summer holidays.

Admission at other times

We regularly welcome pupils into our school in other year groups and at other times of the year. Staff and pupils work together to ensure all new pupils settle quickly by

- welcoming pupils and families into school
- working closely with new pupils and their families to ensure their needs are met
- buddying new pupils with experienced pupils
- providing TA support to ensure a smooth transition
- providing a transition booklet written by our pupils

School Term Dates & Absence

Term Dates 2024-2025

Autumn Term Dates 2024

Tuesday 3 September to Friday 25 October

Half Term: Monday 28 October to Friday 1 November

Monday 4 November to Friday 20 December

Christmas Holidays: Monday 23 December to Friday 3 January

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Spring Term Dates 2025

Monday 6 January to Friday 14 February

Half Term: Monday 17 February to Friday 21 February

Monday 24 February to Friday 4 April

Easter Holidays: Monday 7 April to Monday 21 April

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Summer Term Dates 2025

Tuesday 22 April to Friday 23 May

Half Term: Monday 26 May to Friday 30 May

Monday 2 June to Wednesday 23 July

Summer Holiday: Thursday 24 July onwards

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The planned INSET dates for the academic year 2024-2025 (where school is closed to pupils and visitors) are: Tuesday 3rd and Wednesday 4th September, Monday 4th November, Monday 6th January and Monday 16th June.

Absence

We expect attendance at school to be 100%, unless there are exceptional or unavoidable reasons for absence. Other than for illness, authorisation for absence will only be granted for 'exceptional circumstances' in line with our school policy. Parents are required to call the school before 8:45am each morning if a pupil will be absent. An absence can be reported by leaving a message on the answer machine. If we do not receive a message about a pupil absence, this will be recorded as an unauthorised absence and we are required to contact parents to find out why a pupil is not in school.

School is responsible for monitoring whole school attendance data and using this to inform how we support pupils. We share this data within the school staff to ensure continuity of support. We are required to report our attendance to the Department for Education (DfE) so that we can compare our performance with that of other schools, both locally and nationally. Attendance data is analysed regularly, and children whose attendance is falling or deemed

to be a concern will be noted. This will be communicated with parents and carers. Support will then be put in place. Children whose attendance falls to 90% or under are deemed to be 'persistently absent' and can be referred to the Local Authority for enforcement action. Pupils whose attendance is 50% or under are 'severely persistently absent' and parents/carers will be expected to engage in substantial support.

Holiday requests

The school has very clear policy in place that can be found on our website. Pupils are not permitted to go on holiday during term time. Parents may be at risk of a fine from the Attendance Officer if children take holiday during term-time. Only under exceptional circumstances (please see the policy for clarification of what may constitute exceptional circumstances) may an authorised absence be granted by the Headteachers. Requests to take a child out of school must be made in writing to the Headteachers on the form available from the office at least two weeks in advance of the planned absence. Evidence will be expected for appointments which are encouraged to be made outside of school time where ever possible.

Child Protection

At Petersfield, safeguarding our pupils is our highest priority. All staff members are aware of the systems in school which support safeguarding and are responsible for safeguarding children's wellbeing.

Our Designated Child Protection Trained staff are:

Mrs Laura Penrose (Headteacher) – Designated Safeguarding Lead for Child Protection, Domestic Abuse and 'Prevent'

Ms Lynsey Perkins (Co-Headteacher) – Designated Safeguarding Lead for Child Protection

Linda Meredith is the nominated Governor with responsibility for child protection.

Tanya Brown is the nominated Governor with responsibility for E-Safety.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education)

We ensure that all staff are recruited in line with our Safer Recruitment procedures to ensure high quality and appropriately vetted teachers. We ensure that all adults and volunteers who come into contact with pupils are appropriately checked and supervised.

We ensure a safe, welcoming environment in which pupils learn and become resilient and questioning individuals who are mindful of how to keep themselves and others safe both in our community and online.

Please see the relevant pages in this document to find out more about how we safeguard pupils by ensuring the appropriate provision is in place for:

- Health and Safety including site security
- Medical and first aid provision
- Behaviour
- Physical Intervention
- Anti-bullying
- Special Needs
- Attendance
- Risk Assessments including offsite visits

All staff take responsibility for identifying and supporting children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff receive basic child protection training and follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection. Should it be necessary, school staff will seek, where possible, to discuss any concerns with the parents/carers. Should it be necessary, school staff will inform them of a referral to

Social Care where possible. However, this will only be done where such discussion will not place the child at increased risk of significant harm.

It is important for parents/carers to know that the law requires all the school staff to pass on information which raises concern that a child may be at risk from non-accidental injury, neglect, emotional or sexual abuse. This procedure is intended to protect children and schools are encouraged to take the attitude that where there are grounds for concern it is better to be over cautious than to risk a child's safety. We therefore have an unavoidable duty to contact Social Care. Occasionally, this duty means that the Headteachers, and Designated Child Protection officers must risk reporting a concern, which can upset parents which, on investigation, proves unfounded. In these circumstances, it is hoped that parents /carers will appreciate how difficult it is for schools to carry out this delicate responsibility, and accept that the action was taken in good faith and in the best interests of the child. Any parent who would like further information on this subject should speak to the Headteachers in the first instance.

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.

The Prevent Agenda

From 1 July 2015 we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". Protecting children from the risk of radicalisation and extremism is part of all staff's wider safeguarding duties.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and includes calling for the death of members of our armed forces, whether in this country or overseas. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

At Petersfield we have a policy and a risk assessment and action plan to meet our statutory obligations to work to prevent people being drawn into radicalisation and extremism. All staff are being trained in the necessary skills to identify people at risk, follow the policies and procedures of the Local Safeguarding Children's board and teach pupils about safety including online safety.

At Petersfield we focus on addressing safeguarding with pupils through personal, social health and economic and citizenship education (PSHE) lessons. However, we ensure that educating our pupils about safeguarding, including online, is done through weekly teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Welfare

Pupil and staff welfare is a high priority at Petersfield. School policies identify how we will meet the welfare needs of all stakeholders. All staff have a responsibility for safeguarding pupils at Petersfield. The class teacher is primarily responsible for the care and welfare of your child whilst in school. We actively encourage parent involvement and support in all aspects of school as we firmly believe that a strong home – school parent partnership is in the best interests of our pupils. We actively seek to involve parents, pupils and all relevant staff in discussions to support pupil welfare to ensure the best possible outcomes and a uniform approach. Class teachers are available on the patio most days after school and should the need arise, they will be happy to arrange an alternative time to discuss any concerns you may have. Please do request an appointment at the school office. If matters are not resolved through these discussions with the relevant member of staff, please do contact our Key Stage Leaders, or Headteachers who will be happy to work with you to resolve the matter.

We run an established programme of social skills / friendship groups to support children who may be finding some difficulties in building relationships with other pupils. These are run by our Teaching Assistants, and are a proven way of resolving difficulties and allaying worries. We encourage restorative justice and believe that often, by encouraging children to speak openly and honestly about the concerns or issues that they have in the presence of a mediating adult, matters can be greatly improved.

We are pleased to welcome pupils and their families into our school community regularly throughout the school year. We pride ourselves in providing a friendly welcome and individually tailored support from staff and pupils to ensure a smooth transition into our school.

If additional support is required to help a pupil there are various channels that can be followed:

- The school nurse is happy to be contacted by any parent with a health or welfare concern. Please ask for contact details at the school office.
- Further concerns, requiring the involvement of other agencies e.g. parent support advisers or specialist teachers can be requested if parents and the school complete a EHA (Early Help Assessment).
- We work with the YMCA to refer pupils with more complex needs for play therapy.



Our School Rules

Our school rules are discussed and agreed with all staff and pupils annually.

School Rules

Our school rules are that all members of the community should be:

- Kind
- Responsible
- Safe

Our Non-Negotiables and school routines detail the behaviours that enable everyone to follow the school rules.

Our Code of Conduct

1. Pupils should behave in such a manner that they cause no harm or damage to property nor harm the reputation of the school.
2. All pupils should be smart in appearance and appropriately dressed for all school activities.
3. Pupils should listen carefully to teachers, and speak to them and to others politely and with respect.
4. Pupils should work quietly and sensibly in class, not distract or annoy others, and show courtesy and consideration at all times.
5. No bullying or prejudicial behaviour of any kind will be tolerated.
6. Pupils should move calmly and quietly about the school.
7. Pupils should take care of the school buildings and surroundings.
8. Pupils must not leave the premises during the school day without permission.



Positive Behaviour Policy

At Petersfield we are very proud of our pupil's behaviour and their embodiment of our Christian ethos.

We seek to encourage pupils, staff and visitors to develop a caring and responsible attitude and to recognise the consequences of their own actions and decisions. We encourage pupils to develop Christian values, placing a strong emphasis on learning the difference between right and wrong. Prosocial behaviour is encouraged through positive relationships, understanding children's needs, good teaching and an engaging curriculum. We use various additional strategies where appropriate.

Our aim is to establish clear objectives and strategies that promote the positive ethos of the school and encourage the right conditions for teaching and learning, enabling all children to succeed in a happy and safe environment.

Effective behaviour management can only be achieved by a collective and consistent approach by all members of staff, who must embody the school values themselves, modelling their implementation to the pupils. It is they who determine the environment in which good staff and pupil relationships can develop. Staff will show empathy and differentiate their approach to children according to their needs.

We want children to be thoughtful, respectful and kind for its own sake, not for a reward. However, we do recognise and encourage special effort, success and kindness in a variety of ways. Restorative approaches are our main strategy for dealing with negative behaviour, helping children to understand the consequences of their behaviour and its impact on others. Protective and educational consequences are used to education pupils to help modify behaviour and to keep the school safe.

Please see our [school leaflet](#) for further information.

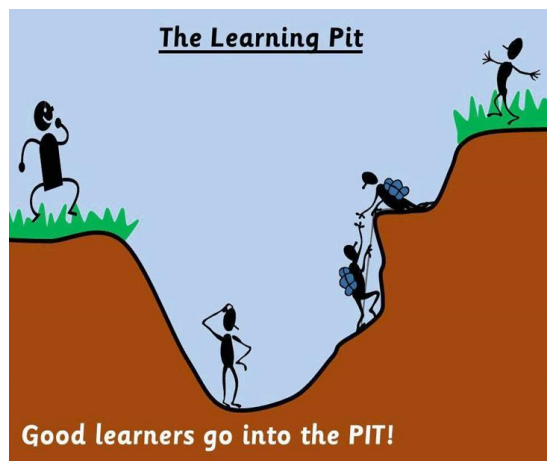
High priority is given to clear communication within the school and to positive partnerships with parents. Our expectations are made clear in our Home School Agreement and in all contact with parents. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The class teacher is responsible for establishing and maintaining contact with parents of children whose behaviour is a cause for concern, with the involvement of the Senior Leadership Team where appropriate.

At Petersfield, the vast majority of children and young people demonstrate excellent behaviour. Our Positive Behaviour Policy includes further details of the Cambridgeshire's Therapeutic Thinking approach we promote to support everyone in our school. The Positive Behaviour Policy outlines the clear staged approach to classroom behaviour management and identifies how we recognise achievement.

We award Petersfield Priority Points to recognise success. There are three Houses at Petersfield Primary School: blue, yellow and green. When children start school they are allocated a House team. Pupils are awarded 'Team Points' (TP) for good behaviour and excellent learning. Each reward in a book (e.g. sticker or 'TP') earns a team point. Adults may also give team points for excellence around the school.



Our focus on the 'Growth Mindset' and the 'Learning Pit' encourages pupils to persist with determination when a maths problem or science experiment poses a tricky conundrum to solve. Our Metacognition and self-regulation strategies are about the children thinking about thinking, knowing what learning means and taking charge of their learning because of that knowledge.



Our Visitor Behaviour Policy aims to ensure, as far as we reasonably can, the safety of our pupils, staff and visitors (including parents) that have contact with the public. It is important that anyone on the school site is treated fairly, without experiencing unreasonable behaviour or discrimination.

Whilst incidents of bullying are rare, our Anti-bullying policy sets out our aims to develop a school ethos in which bullying is regarded as unacceptable and outlines how we deal effectively with any incidents which do occur.

Again, whilst incidents of racism and prejudice related behaviour are rare at Petersfield, racism and prejudice are not tolerated in our school under any circumstances. We aim to provide a curriculum which emphasises the positive aspects of all cultures, to make our school a safe and welcoming place for all its members and to provide an environment in which racist and prejudice assumptions, attitudes and behaviour are continually challenged.

Health and Safety

We make every effort to ensure that all pupils at Petersfield are safe. We complete annual risk assessments for every area of the school and for all activities e.g. using indoor or outdoor apparatus or catching the bus home from school. Our Health and Safety Governing body committee make regular checks of the buildings and grounds in line with the County regulations, and County audits are also conducted. Termly fire and lock-down drills are carried out according to established protocols.

Supervision starts when the school gates are unlocked at 8:45am with a member of the Senior Leadership Team (SLT) opening the gate. Pupils enter the school through their classrooms as soon as they arrive. Children are supervised by their classteacher or nominated staff throughout the day. The school gate is unlocked at the end of the school day (3:15pm) when classteachers supervise pupils into the care of their parents.



Transport to school

Pupils in catchment, who live outside Orwell, are eligible for a school bus pass if they meet the criteria of the Local Authority. Pupils are supervised from and back onto the bus and a bus escort accompanies the driver. Car parking is in the village of Orwell and we actively encourage people to park responsibly and with consideration for our neighbours. Where possible, we encourage pupils to walk or cycle and offer Bikeability training. Parents, including Puffins parents, should not park in the staff car park and please use the walking route along the path and the side of the car park as marked by the white line to ensure the safety of all pedestrians and drivers.

Safety Education

We follow Cambridgeshire's PSHE programme which educates pupils as to their environment, the potential hazards and how to keep themselves safe. We also teach E-safety as part of our curriculum which has the primary aim of equipping the pupils to keep themselves safe online. Road Safety is taught through assemblies, lessons and Road Safety Week. Bikeability is offered to year 5 and 6 children to encourage cycle safety, as well as to years 3 and 4.

Medical Needs and First Aid

Our medical needs and first aid policies detail how we care for pupils who have particular needs or who are taken ill during the school day. Please see the school website for more information on these policies or ask for a copy at the school office.

An individual health care plan will be created and updated regularly, in liaison with parents and other health specialists, for any child with medical needs to ensure that they are able to access all aspects of school life.

Accidents are dealt with immediately and you will be contacted if necessary. A First Aid record is kept which records all medical treatments. If a child receives a bumped head they will be sent home with a band and copy of the first aid form to ensure that all staff and parents are



aware of the injury and the need for continued monitoring. Where there are concerns, medical assistance is sought immediately and a member of staff would always accompany a child to hospital were parents not contactable. Parents are asked to confirm at least 2, ideally more, contact details annually and to contact the school office if there is a change to contact details. The County Council offers insurance protection afforded by the Authority's legal liability insurance policies.

Clubs and other activities

We conduct risk assessments for all school organised clubs and activities. If a club is delivered by an external provider, on our site, we request a risk assessment, copy of liability insurance and DBS certificates before a booking will be agreed.

Educational Visits

Risk assessments are conducted for all educational visits. These are recorded electronically on Evolve, an on-line educational trips database which is monitored by Cambridgeshire County Council. All trips are signed off by the Headteachers once all documentation has been received. Staff attending visits take copies of emergency contact details and medical forms for all pupils and adults; whilst additional copies remain at the school and with the Headteachers. In the case of an emergency, we would follow our Critical Incident Policy.

Major incidents

Were a major incident ever to occur, we would follow our Critical Incident Policy. This might require us to evacuate children to the nearby agreed location.

Snow day closure

In the event of closure due to snow or any other emergency, information will be published on the front page of the school website <http://www.petersfield.cambs.sch.uk>. Updates are also available via local radio stations (e.g. Heart and Radio Cambridgeshire) and via the Cambridgeshire County Council website at <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/school-term-dates-&-closures/school-closures/>. If it is necessary to close the school during the day, the website will be updated and parents will be contacted. Staff would remain to ensure that all children are collected safely. On snow days, we will always assess the school site to ascertain what is safe at break and lunchtime. Pupils should have appropriate clothing for the weather including waterproofs, wellies and warm clothes.

Parental Access to the school site

Whilst we actively encourage parental involvement and invite parents into school, it is also necessary that we ensure the safety of all pupils. Therefore, all visitors need to enter the school via Reception where they are signed in. Should you need to enter the school building in the morning, please sign in at the office once pupils have entered the building via the playground doors. Parents wishing to see a class teacher can do so on the patio once pupils have been collected. Alternatively, appointments can be made via the school office.

Medical Needs

Illness

Parents are required to contact the school each day that a pupil is unwell. If a pupil has sickness or diarrhoea they should not return to the school until 48 hours after the last episode. Parents should contact the office where a pupil has an infectious disease e.g. chicken pox regarding the absence. Where a pupil is taken ill during the school day, we will contact parents and we therefore request that we are provided with the most up to date contact details at all times.

Medical conditions

If a pupil has an ongoing medical concern, parents must contact the school as we will ensure that we have the correct protocol and may seek the advice of the school nurse and ensure the appropriate risk assessments or training for staff can be arranged.

Medication

Parents must ensure that office records are kept up to date regarding medical issues. Staff do not administer medication if it is not prescribed by a medical professional, in its original container, with a prescription label and in date. Where practicable, we expect parents to dispense medication to a child who needs it in the school day. The required medicine form must be completed by a parent. We cannot accept medicines and authorisation from a child.

Asthma Inhalers

Inhalers are kept in either a named class bag in classrooms. Inhalers will accompany children when they leave the classroom e.g. for visits.

Anaphylaxis

Staff are trained in dealing with anaphylactic shock. Epi-pens are usually stored in the school office where they are always accessible and should be provided in a box with a pupil's name, photograph and protocol.

Allergies

We have a number of pupils at the school with allergies. Our catering staff are exceptional at creating meals for these pupils following completion of the catering form. Parents are reminded that we have a no nut policy which includes those bringing in packed lunches, snacks and contributions towards events.



Accessibility and Equality and the Pupil Premium

Petersfield School is committed to providing a fully accessible school and school environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our accessibility plan ([available on our website](#)) 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 or Disabilities (SEND). This policy is available on the [website](#) and in the school office. Everyone at Petersfield is committed to providing the conditions and opportunities to enable any pupil with SEND to be included fully in all aspects of school life. While our SENDCo oversees provision for pupils with special educational needs or a disability, or for more able pupils, every teacher takes responsibility for the provision for each child. Class teachers are responsible for the progress of every pupil in their class, including those pupils with additional needs.

We believe that all pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.



Pupils may have special educational needs either throughout, or at any time during, their school career. Effective parent partnership is essential in supporting the needs of a child with SEND needs. We encourage all parents to work closely with us so we can support them and their child at Petersfield.

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. At Petersfield, we ensure this funding is specifically targeted to meet the needs of eligible pupils. Details of how we have and plan to spend the [Pupil Premium are available on our school website](#). We encourage parents to speak to the Headteachers or office staff or pick up a leaflet from Reception to find out more and about how to apply.

Uniform

We encourage pupils to take pride in belonging to Petersfield and in their appearance. School uniform is available to purchase from the website - <https://myclothing.com/pupil-uniform/27043.school>

The uniform consists of the following:

- Plain, black leather (or imitation leather) shoes - not boots or trainers - and without high-heels, wheelies, platforms, fleece lining or slippery soles. These shoes must be suitable for all activities in school including the Daily Mile. Most slip-on shoes are therefore not appropriate. If a pupil wears boots on the journey to school, school shoes should be brought to be worn indoors.
- Plain white, red, black or grey socks or tights
- A white polo shirt / white shirt
- Grey, school uniform style trousers (no tracksuits or jogging bottoms)
- Grey, school uniform style shorts (no cargo pockets or tracksuit material)
- Grey knee-length pinafore dress. These must meet the minimum length requirement and should be covering the whole knee cap in September to allow room for growth.
- Grey, school uniform style, knee-length skirt. Tight fitting or mini skirt styles are not permitted. These must meet the minimum length requirement and should be covering the whole knee cap in September to allow room for growth.
- Grey knee-length culottes. These must meet the minimum length requirement and should be covering the whole knee cap in September to allow room for growth.
- In the summer, red and white checked knee-length summer dresses, skirts or culottes may be worn. These must meet the minimum length requirement and should be covering the whole knee cap at the start of the summer to allow room for growth.
- Plain white or black sandals may be worn in the summer
- A cardigan or sweatshirt in (Petersfield) red - available online with the school logo (the logo is optional)
- Fleeces are for outdoor use only

The PE kit consists of:

- A named drawstring bag (if required)
- Trainers for outdoor use see above
- Plain black shorts
- Black tracksuit trousers or black plain leggings
- T-shirt - the colour of your child's team
- A plain red sweatshirt for colder weather

Branded clothing or shoes, are not school uniform and are not permitted. For the avoidance of doubt, plain means that there are no logos, (with the exception of the school logo which is optional), no changes in colour or any other pattern or embellishment on the clothing. Currently, children continue to wear PE kits to school on PE days. A change of shoes (wellies or trainers) and clothes for wearing all year on the field. If children have pierced ears, they can only wear a small, plain, round, gold or silver stud which must be removed for PE. Watches may be worn during the school day but must also be removed for PE. No other jewellery items should be worn unless they have religious significance and have been agreed

with the Headteachers. Hair (all pupils) must be tied back if long. Nail varnish and make up should not be worn. Please ensure **all** items are named.

School Meals



HCL prepare our school meals each day on site. We have implemented a 'choice menu' where pupils can choose from a nutritionally balanced menu on offer each day. Pupils who are vegetarian or have allergies are well catered for. Our kitchen is a 'production' kitchen which means that all the food is cooked from fresh on site.

Reception children eat first, followed by all the other pupils who are called to the hall on a rotational basis from the playground. Children who select to eat packed lunches also eat in the hall. As a Healthy School, we promote a healthy and balanced meal and ask that break time snacks are fruit based.

Since September 2014, school meals have been free for children in Reception and Key Stage One as funded by Universal Infant Free School Meals (UIFS).

Dinner money must be paid in advance using our cashless schools system – Parentpay. School meals cost £3.20 per day. We are required to pay HCL for all meals provided. Our Debt management policy clearly details the procedure for where meals are not paid for, including parents being asked to send in packed lunches until a positive balance is restored. If the need should arise, we will contact debt collection agencies or social care in line with our policies. Obviously, children who forget to bring their packed lunch to school will be provided with a school dinner, and payment can be made at a later date.



Please note that school dinner orders need to be received by 10am each day, therefore, please be mindful of this and contact the office regarding lunch arrangements if your child is absent early in the morning.

Due to a number of children suffering from nut allergies, we request that snacks, packed lunches, or contributions to school events e.g. cakes do not contain nut based products.

At lunchtime children are supervised by midday supervisors. Mrs Sirett is the Senior Midday Supervisor. The Headteachers are responsible for the break and lunchtime policy. All our Midday Supervisors (MSAs) liaise closely with class teachers and know our pupils well so are able to intervene to help support with eating difficulties, or friendship issues where and if they arise.

Organisation of Classes

Our class structures vary depending on the pupil numbers within each year group. We have a maximum Pupil Admission Number (PAN) of 30 pupils but our year groups range in size.

Currently we have six classes: Reception/Year 1 (Ash Class), Year 1/ Year 2 (Elm Class). Year 3 (Pine Class), Year 4 (Hazel Class), Year 5 (Rowan Class) and Year 6 (Yew Class).

Our Key Stage Leaders are Mrs Parkinson and Mr Carter. Staff meet weekly for training and planning.

The decision regarding which pupils are placed in which class is determined by carefully considering the needs of all pupils. Factors considered include:

- Personality, confidence and maturity
- Academic strength
- Friendships

Parents are invited to share any relevant information with class teachers earlier in the year and pupil views will be sought. The final decision for class allocation will be made by the school considering all the available information to best meet the needs of all pupils. At the end of the summer term parents are given details of classes for the next academic year, so that pupils are prepared for their 'Transition' morning in the second half of the summer term.

Class teachers are responsible for teaching all aspects of the curriculum, including where pupils are taught in smaller groups or have specific interventions led by other school staff. We believe that pupils are best taught by their own class teachers, with whom they can develop excellent relationships.



The Curriculum

Details of the curriculum intent and skills and progression maps are given here but more detail can be found in our Teaching and Learning Policy and in our Creative Curriculum outline – both available on the school website. The curriculum of the school consists of Religious Education, PSHE and the National Curriculum subjects. Pupils are assessed against the Year Group Age Related Expectations (ARE) throughout the year. Year 1 pupils undertake a Phonics Assessment in June with year 4 also undertaking the multiplication check; Year 6 and 2 pupils take Standard Assessment Tests in May. More information can be found in our leaflet 'Assessment at Petersfield'.

Termly Curriculum Information

Information is published at the beginning of each term in a Curriculum Overview which outlines what is being taught during that term. The material is sent home with the Learning Link email and is also available on our website. The school has a 'Creative Curriculum' which enables cross-curricular links between foundation subjects to plan topic-based lessons which combine subjects making learning relevant and fun. Links are made to reading, maths, literacy and science where appropriate.



Early Years Foundation Stage

We work closely with the local pre-schools to assist our teachers in identifying an accurate baseline and ensuring a smooth transition for all pupils starting school in Reception.

From 2022, pupils are assessed as 'emerging' or 'expected' in the Nursery and Reception bands and Early Learning Goals as they progress through the year. Early Years curriculum is broken down into seven distinct areas.

Communication and Language:

- Listening, attention and understanding
- Speaking

Personal, Social and Emotional Development

- Self-regulation
- Managing self
- Building relationships

Physical Development:

- Gross motor skills
- Fine motor skills

Literacy:

- Comprehension
- Word reading
- Writing

Mathematics:

- Numbers
- Numerical patterns

Understanding the World:

- Past and present
- People, culture and communities
- The natural world

Expressive Arts, Designing and Making:

- Creating with Materials
- Being imaginative and Expressive



Pupils are also assessed against the Characteristics of Effective Learning:

- Playing and Exploring - Finding out and exploring, Playing with what they know, Being willing to have a go.
- Active Learning - Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do.
- Creating and Thinking Critically - Having their own ideas, Making links, Choosing ways to do things.

At the end of the year, progress and attainment will be reported to parents in an Early Years Foundation Stage report.

Key Stage 1 and 2 (KS1 and KS2) and the Sports Premium

English

Pupils are taught reading, writing, speaking and listening and Grammar, Punctuation and Spelling (GPS).

The learning of reading comprises of two strands—word reading and the fundamental acquisition of phonetic knowledge (linking up letters and sounds) and also comprehension. Children progress through the different stages of phonics in EYFS and Key Stage 1, and are supported with ongoing phonics and GPS development into KS2 with daily lessons. The children experience a wide range of poetry, fiction and non-fiction texts to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Children are allocated reading books from a book-banded scheme and take part in group guided reading activities daily. Children also have access to a wide range of books in our growing library.



The learning of writing comprises of two strands—transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). A handwriting policy has been adopted resulting in improved handwriting across the school. In KS1, spelling progression is linked to the learning of sounds (phonetic knowledge) using the Letters and Sounds phases in KS1 and learning that there are certain 'tricky' words that must be known by heart. In KS2 spelling is taught using a structured spelling programme that builds on children's early phonic knowledge and focuses on learning spelling rules and conventions. High quality texts including digital media and short films are used in English teaching to enhance children's vocabulary, creativity and knowledge of and ability to use figurative language in their writing. Grammar and punctuation are also taught so that children learn to control their speaking and writing consciously and have an increasing command of Standard English.



Speaking and listening opportunities are encouraged across the whole curriculum. In KS1 we encourage pupils to participate in show and tell, presentation of their work to a group, drama activities and in class discussions. In KS2, pupils participate in discussions as a class, have opportunities to prepare a talk, make/give presentations on a topic and participate in debate and discussion.

Maths

Pupils are encouraged to embed the 'non-negotiable' building blocks for maths as early as possible. We focus on number bonds, times tables knowledge and problem solving. In Key

Stage 2, we show the children how they can apply their existing knowledge to bigger or more difficult problems. The four operations (addition, subtraction, multiplication and division) are taught progressively so that a coherent approach is adopted throughout the school. We acknowledge, however, that children all have preferred methods and make apparatus available in every room so that the children can access it to help themselves when and where they feel the need. Children are taught measures, geometry, number and place value, addition and subtraction, multiplication and division, fractions and data in progressive steps with the more complicated elements e.g. percentages/ ratio and proportion or simple algebra being taught in upper Key Stage 2 once the mathematical building blocks are secure. Throughout the school we use Mathletics to reinforce topics taught in class and to encourage fluency, reasoning and problem solving.

Science

Where appropriate, science is embedded within the creative curriculum and is taught as part of topic work, however there are instances (particularly within Upper KS2) where this is not possible and to enable coverage, science will be taught in discrete lessons. Through the teaching of science, we build upon children's natural curiosity and aim to develop investigative approaches to challenges encountered. All children are encouraged to carry out practical activities so that they can see themselves as scientists, working in a scientific way – asking why things are the way they are and what happens when things change. As the children progress through their school career they are encouraged towards more formal and independent planning, recording and reporting on the methodologies that they have used.

Foundation Stage Subjects

Art and design

Art is a natural language for the expression of ideas and feelings. It develops the imagination and stimulates creativity. At Petersfield we offer a curriculum that allows children to appreciate beauty and be aware how creativity depends on technical mastery. Children will learn to draw, paint and sculpt as well as designing and creating aesthetically pleasing objects in two and three dimensions. They will also learn about the achievements of great artists and designers from different ages in History.



Computing

Children are no longer merely taught how to use software packages; instead the curriculum demands understanding of how digital systems work, how they are designed and programmed, and the fundamental principles of information and communication. Pupils in both key stages are expected to write and test simple programmes. They store, organise and retrieve data and consider how to communicate safely and respectfully online. We teach our pupils the importance of staying safe online through our E-safety lessons and workshops.

Design Technology

Pupils are given opportunities to create, innovate, design, make and evaluate a range of well-crafted products. They develop an awareness of their environment and how technology can be used to solve problems. Children are encouraged to produce ideas from their own

experience and group discussions, and are taught the technical skills and craftsmanship required to carry out these tasks. Pupils experience design in many areas including food, textiles, horticulture and construction.



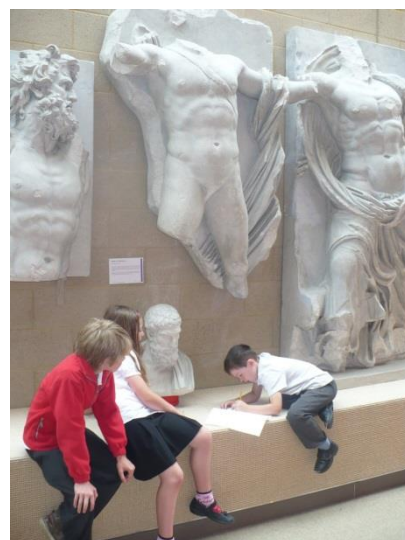
Geography

Through Geography, pupils are encouraged to develop an awareness of the world in which they live. They learn to recognise and appreciate the similarities and differences between places and people throughout the world. Children are taught about environmental issues that face the planet and begin to identify

strategies which could help to ease the problems for the future. Map skills are developed through all topics and an awareness of local issues as well as global ones are taught. Children learn to record their ideas in a variety of ways and to ultimately develop an enquiring mind about the World.

History

In History, we aim to ensure that children develop an understanding and knowledge of past times, learning about many of the reasons for historical events and changes. They will study the lives of significant men and women in the past who have contributed to National and International achievements and study features of the past, with the opportunity to think about how the past differs from the present. The children will explore why people did things, research causes and make links between events. They will also begin to explore bias and historical interpretation.



Languages

Spanish is taught in Key Stage 2. Children are encouraged to express their ideas and thoughts in the Spanish language and to respond to speakers, both in writing and in speech.

Music

Children are given opportunities to sing and use their voices, compose and make music with others, understand how music is constructed and musical notation. In addition they are given opportunities to listen to, review, evaluate and sometimes perform music across a range of historical periods, countries, genres, styles and traditions including the works of great musicians and composers. We also have a range of peripatetic music teachers in school that offer music lessons that you can buy in to for your child.

Physical Education

Children are encouraged to succeed and excel in competitive sport and other physically demanding activities. They learn about the need to lead healthy, active lives and the importance of sportsmanship and cooperation. They are given opportunities to be physically active for sustained periods of time through team games, dance, basic movements and in both gymnastics and athletics (Key Stage 2). Prior to Covid, our school swimming pool offered the opportunity to teach pupils to swim throughout the summer term. We are now looking to redevelop this. The **Sports Premium** is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. More details of how we spend the [Sports Premium can be found on our website](#).

RE

We follow the Standard Advisory Council for Religious Education (SACRE) agreed syllabus for RE and we encourage the children to explore, reflect on and respond to human experience by drawing on their study of religion. Parents have a right to withdraw their children from RE. More information can be found on our [RE page](#).



PSHE

Our PSHE curriculum encourages reflection and engagement with all aspects of personal, social, and health studies including making friends, taking risks, solving problems and keeping safe. Pupils are taught to respect the differences between people and to develop independence and responsibility. RSE is also taught through PSHE lessons (the science curriculum covers aspects of reproduction). Younger children discuss puberty, the correct names of body parts and hygiene. Parents have the right to withdraw their children from sex education lessons. Please discuss this with the class teacher.



Religious Affiliation and Collective Worship

Petersfield encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Petersfield School is a Church of England Primary School, aided by the Diocese of Ely and the County. The religious teaching of the school is based firmly on Christian principles.



Each school day includes a short form of Collective Worship. This is carefully planned in themes term by term. Collective Worship is both class based and part of a whole school assembly. We regularly visit our local church – St Andrew – and work closely with Rev. Felicity who leads our Collective Worship weekly. Highlights of our year include our end of term church service, the Christingle, and Harvest. Parents are welcome at all these services. Parents have a right to withdraw their children from Collective Worship. Please discuss this matter with the class teacher or Headteachers.



We welcome speakers from other faiths. Rev Felicity Couch is the incumbent at St Andrew, Orwell, and visits us each week to hold an act of Worship. When in post, the Methodist Minister is also a welcome visitor. We promote Christian faith as a guiding pattern for life, whilst

emphasising that mankind is made up of many different races and creeds, all of whom are equal in the sight of God.

Collective Worship varies in form but includes time to gather, engage and reflect. Worship may include Biblical and secular readings or international stories, discussion, music, hymns and prayers. Pupils are encouraged to make an active contribution to the daily act of Collective Worship. The main Christian festivals are usually celebrated.

At our Leavers' Service in year 6, pupils are presented with a gift of a Bible from the local Anglican and Methodist parishes and a 'Moving On' booklet from Ely Diocese.



Parents at Petersfield

At Petersfield, we believe that pupils learn best when home and school work in partnership to support pupil needs. Therefore, parents and visitors are always welcome to arrange an appointment with the office to visit our school. All our parents sign the Home School Agreement which sets out what we expect of parents, pupils and our school.

Our 'Diary Dates' list the formal occasions when parents are invited into school and include events such as parent/teacher consultations, sports activities and assemblies.

Parent/teacher consultations are held at two Parents' Evenings each year. Parents are actively encouraged to attend and discuss pupil progress with the teacher. The Head teachers are also available during these evenings for parents to raise any matters with them. At other times, parents are always welcome to contact the Heads or any other teacher with information which might help us work together more closely.

Appointments to speak to a classteacher can be made via the office. Teachers are also generally available from 3:15pm onwards, once all pupils have been collected. We welcome feedback that might help us to support pupils more effectively. If we are worried about any pupil at any time, we will contact you to discuss our concerns.

If there are any problems which cannot be answered through discussion with school staff, parents should know there is an official complaints procedure. This can be found on the policies page and a word version on the 'How can we help?' page (from the 'Contact Us' drop down) or in the school entrance. These outline the process for raising a concern. Complaints should be communicated to the class teacher in the first instance. If this is not resolved, a complaint should be escalated to the Senior Leadership Team and Headteachers after that. If a complaint is still not resolved, then the form from the complaints procedure should be used outlining the concern.

We have many parent and volunteer helpers in school, who bring a wide range of skills and experience to enhance our school life. Many help throughout the academic year e.g. with reading on a weekly basis, whilst others help with a particular event. Without this assistance there are many activities that would not take place. Volunteers (including parents) must be fully checked before they start working in school regularly. This includes a DBS check. A DBS check lasts for the duration of time that a pupil remains with us at Petersfield and therefore enables parental helpers to engage with any teacher-led or unsupervised activity which might be required. We now run refresher sessions each autumn, so that we can share and update you on our essential policies and procedures with you. This is a child friendly session and pre-schoolers are welcome. We require any volunteers or parent helper to come before they start working with us in school. This short course will cover expectations and answer any questions. Refresher updates are required to keep you up to date.

Reporting to Parents & Pupil Records

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, we comply with the Data Protection Principles which are set out in the European General Data Protection Regulation (2018). Our data protection officer is Laura Penrose. More information, including how to access data, is available in our data [Protection and Information Management Policy available on our school website](#).

Some academic records are stored within the classroom and may be made available to any adult working alongside a child. Other records are stored electronically on our computer system or remotely on our assessment system and can be accessed by teachers or office staff. Confidential records e.g. child protection documentation, are stored securely by the Designated Child Protection Officers.

Written notice claiming an inaccuracy in the records will be considered by the school and if agreed, the records will be amended. At the end of the school year books are kept to show progress of children throughout the school. Academic records are forwarded to schools to which pupils transfer.

All parents receive a written record of a consultation which includes details of their child's academic performance twice a year at the Autumn and Spring Parents' Evenings. Parents also receive a written report on their child at the end of the school year.

Our Leaflet – Assessment at Petersfield – sets out how we report assessment information to parents and can be found on our [school website](#). EYFS, Year 1 (phonics check), Year 4 (multiplication check) and Year 2 and 6 (SATs) information is reported to parents.

SEND records

Children who are on the SEND register, have additional records which are securely stored where they are paper files and are stored on our school server to be accessed by school staff including our SENDCo (SEND Co-ordinator). Children who require support are included in booster groups or interventions and their needs and provision are monitored on the school Provision Map. Pupils on the SEN register have PLPs (Personalised Learning Plans) created three times a year. Pupils and parents are invited in to review the previous PLP and contribute to targets going forward. These PLPs are working documents which contain small, attainable and realistic targets which are amended and added to as each pupil succeeds. There are assessment folders in class which contain ongoing assessment records and work plans. Pupils with an Education and Health Care Plan have additional records from Annual Review meetings, reports from additional agencies (e.g. Speech and Language Therapists) and other assessments. All of these records are available on request to anyone with parental responsibility for a child with SEND.

Friends of Petersfield (FOPS) PTA

Petersfield FOPS (PTA) is a well-established partnership between parents, teachers and members of the community that aims to strengthen the school community and raise funds. Money raised by FOPS is to fund the “extras” that the school would not otherwise be able to provide. Decisions about what to fund are made each year by FOPS in conjunction with parents and teachers alike.

Regular FOPS events throughout the school year usually include:

- ✓ **Cake stalls-** organised by the pupils and held once a half term hosted by each class in turn. It is a great way for pupils and parents to get involved as they help sell the cakes to the rest of the school and other parents.
- ✓ **Schools Discos-** EYFS/Key stage 1 and 2 discos held each term as a chance for pupils to get together with their friends and have fun. We sell sweets and drinks, do face-painting, temporary tattoos and nails.
- ✓ **RUN ORWELL-** This event offers chipped timed 10K and 5K routes, and a 2K fun run, there will be something for everyone with stalls, food and drink.
- ✓ **Special events** - Sponsored Run, The Queens' Jubilee, Sports Day, Uniform Swop Shop

Amazon Smile—is a simple and automatic way for you to support FOPS every time you shop, at no cost to you and with no admin whatsoever once you have set it up once. On your first visit to AmazonSmile, you will be prompted to select a charitable organisation to receive donations from your future eligible AmazonSmile purchases. Select “Friends of Petersfield School Orwell”. <http://smile.amazon.co.uk/>

The Giving Machine allows you to shop at all major retailers and at the same time generate a donation to the PTA without any cost to you. Just follow the link and sign up, adding “Petersfield Church of England Primary School” as your cause to support. <https://www.thegivingmachine.co.uk/>

You can donate to school via ParentPay (parents only) or via a bank transfer (please contact the school office).

Examples of how FOPS funds have been used:

- To purchase music equipment
- To improve the school library
- To purchase new staging
- Support the cost of educational visits
- Provide additional resources and equipment



If you would like to get involved in some way, send us suggestions or feedback, please email the FOPS: petersfieldpta@hotmail.com

Extra Curricular Activities

Each year, a programme of extra-curricular activities is offered at Petersfield. This is an area we are constantly looking to develop further but examples of the clubs offered include sports clubs (football, multiskills, cricket, archery and fencing), reading club, film club, gardening club, dance classes, magic lessons, coding club and drama classes. Members of staff, parents or friends of the school take these classes and those children eligible are informed about the club. We also use good quality independent franchises to provide clubs.

Our school is part of the local sports partnership and Miss Whitehead continues to organise competitions and interschool events over this academic year. Bikeability (cycle safety) is offered to our older year groups.

We are delighted to welcome visitors into school and work with organisations and individuals such as National Trust volunteers.

We are proud to welcome visitors to our assemblies including local residents, our piano player and the GenR8 team

Throughout the year, our themed days focus on particular aspects such as E-safety, fundraising, Black History and drama.

Educational Visits

Educational visits include visitors who bring resources and workshops into school for the day as well as visits to local and more distant locations. All our activities are linked to our school curriculum. The children are given the opportunity to take part in many school visits, both local and further away.



The residential visit, most recently to Grafham, is the highlight of our Year 5 and 6 pupils' year. The opportunities for team building, social, emotional and curricular learning on this visit are huge.



Puffins

Puffins is the Out of Hours club at Petersfield which is managed and staffed by Petersfield School.



The aim of Puffins is to provide a caring and fun environment with play opportunities designed to promote personal and social development, physical and intellectual skills and creative achievement. We encourage and support positive, fun activities and opportunities led by the children, where they can be comfortable being themselves. Puffins, formally POSH Club, was established in January 1999 to provide after-school care for the children of Petersfield School. The Club was the brainchild of a small number of committed people, who initially saw it as an offshoot of the P.T.A. They set about organising a committee and then got to grips with the necessary paperwork, and the rest is history! We have since gone on to provide "Before School Care" and Holiday Playschemes. Children from other schools are very welcome to come to join us. We have earned a Level 2 Quality Assurance Award with 4Children's "Aiming High" Scheme. All staff meet the rigorous safeguarding checks completed on all staff at Petersfield. Staff hold first aid qualifications with some staff holding playwork or higher qualifications.

Puffins Breakfast Club runs between 7:45am and 8:45am Monday to Friday and includes breakfast. Puffins After School Club regularly runs between 3:15pm and 6:00pm Monday to Friday and includes drinks and a snack. Children staying after 5pm are also given a second snack.

Breakfast Club

7:45am - 8:45am £7.50 per session. Children are taken from the Breakfast Club to school by the club staff and go directly to the After School Club from their classroom.

After School Club

3:15pm - 6:00pm £10.50 per session



A discount of 10% will be given to families on the cost of second and subsequent children.

Puffins accepts Childcare Vouchers. Please see the [inland revenue website](#) for information about help with the cost of childcare (child tax credit and working tax credit)

Children must be registered in advance in order to use the club. In addition to the weekday term time (not including INSET days) breakfast and after school club currently offered, Puffins has previously run holiday clubs and an extended session until 6:15pm. Should parents wish to request wrap around care for the holidays, this request must be put in writing and for holiday playschemes, at least 6 weeks in advance of the requested holiday club. Where 6 or more requests are made, we will look to see if the club can run. This is dependent on staffing and costs.



Petersfield Church of England Aided Primary School

God teaches us we are all equal, valued and unique
We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education
"I have come that they may have life, and have it to the full." John 10:10

