

# WELCOME

Welcome to Putnoe Primary School.

On behalf of all the staff and governors I would like to welcome you and your child. We look forward to having a happy and successful partnership with you over the coming years.

This prospectus provides information about the school, it's vision, aims, curriculum and activities.

We look forward to working with you in the education of your child. Your involvement is the key to success and it is important that mutual understanding and trust should be the basis of our shared responsibility. With this in mind, please do not hesitate to contact us if you have any queries, worries or concerns.

To develop our shared responsibility still further, we look forward to you taking advantage of the occasions throughout the year when you will be invited in to watch our concerts and celebrations.

We will strive to ensure that your child is safe and happy, loves to learn and achieves maximum success during their time with us. Our partnership with you, as parents/carers, is a key factor in this success and we will work hard to involve you in every step of your child's learning journey.

Yours sincerely

Mrs G Peck M.Ed  
Headteacher

Putnoe Primary School Aiming High Learning for Life



## Prospectus for the Academic Year 2015–2016

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# Who's Who

## School Governors

**Chair** Mrs Lumley-Wood

**Staff** Mrs G Peck, Mrs A Llewellyn, Mrs E Tierney

**Parent** Mr Du Plessis

**Vice Chair** Mrs D Orr

**Clerk** Mrs L Barnicoat

**Community LA** Reverend Ben Lewis

## Senior Management

Headteacher Mrs G Peck  
Deputy Headteacher Mr S Petch  
Assistant Headteacher Lorna Stanton  
Senior Teacher Mr M Rogers  
Senior Teacher Mrs P Gayle  
Senior Teacher Mr A Pope

## Office Staff

Office Manager/Attendance Officer Mrs E Hoare  
Finance Manager Mrs A Llewellyn  
Senior Office Administrator Mrs H Bulmer-Hunt

## Teaching Staff

**Reception** Mrs Baker  
Miss N Millar  
Mrs J Camino

**Year 1** Mrs K Carr  
Mrs L Stanton  
Miss P Reddy

**Year 2** Miss H Shafeie  
Miss C Woodford  
Mrs A Rathbone

**Year 3** Miss E Bowers  
Miss E Green  
Miss H Potter

**Year 4** Mrs P Gayle  
Miss S Baker  
Miss R Mellor

**Year 5** Mrs A Reeves  
Mrs C Beattie

**Year 6** Mr M Rogers  
Mr A Pope

## Teaching Assistants

Mrs C Wanogho  
Mrs K Mahey  
Mrs S Horsman  
Mrs S Phillips  
Miss R Lail

Mrs S Cronin  
Mrs J Litchfield  
Miss Ayab  
Mrs E Tierney  
Miss R Circuit

Mrs D Ruddell  
Miss I Odihambo  
Mrs D Felton

Mrs B Martin  
Mrs K Hadfield  
Miss J Kelly  
Miss S Morgan

Miss M Rodriguez-Lluis  
Mrs M Walker  
Mrs K Daubney

Miss M Ngari  
Mrs L Evans-Evans  
Miss L Wharton

Mr A Mann  
Mrs D Anstee

Mrs F Collins  
Miss V Booth  
Mrs C Woodfield  
Mrs G Hall  
Mrs S Groves  
Miss L Chatley

Mrs M Bulmer, Mrs E Pedley, Miss M Tierney  
Mrs L Denton

Mrs H Martin, Mrs R Doyle, Mrs A Gascoyne, Mrs K Daubney

## Midday Supervisors

### Foundation Stage

Mrs L Gordon  
Miss Callum  
Mrs N Begum  
Mrs T Kirby  
Mrs R Doyle

### KS1

Mrs J Fellman  
Mrs C Healey  
Mrs E Pedley

### KS2

Mrs L Bowyer  
Mrs H Martin  
Mrs J Alexander  
Mrs A Gascoyne  
Mrs S Coblenz  
Miss S Allen

French Teacher

Music Teacher

SENCo

Family Worker

Cover Supervisor

Librarian

Clerical Assistants

After hours/Breakfast club Leader

After hours/Breakfast club Assistants

Site Manager

Cleaning Staff

Mr S Dwyer

Mrs J Jones

Mrs M Magliario

Mrs J Mayling

Mrs A Lapinska

Miss N Lynton-Green

Mrs S Coblenz

Miss S Allen

Mrs R Williams

Mrs J Stock

# Subject Area Responsibilities



English KS1  
 English KS2  
 Maths  
 Science  
 ICT  
 Art  
 Music  
 DT  
 History  
 Geography  
 RE  
 PE  
 French  
 PSHE  
 EAL  
 SEN-Inclusion  
 Healthy Eating  
 School Council  
 EVC  
 ISA  
 Foundation Stage  
 Values  
 Racist Incidents  
 Investors in Pupils  
 Anti Bullying Ambassador  
 Parent Partnership  
 Reading for Pleasure  
 Activity Leaders  
 Basic Skills  
 Safeguarding  
 Assessment  
 Pupil Premium/Behaviour  
 First Aid

Lorna Stanton  
 Claire Beattie  
 Andrew Pope  
 Priyanka Reddy  
 Matt Rogers  
 Prianka Reddy  
 Vicky Booth  
 Kathleen Carr  
 Hannah Shaffeie  
 Emily Bowers  
 Anna Rathbone  
 Helen Potter  
 Freda Collins  
 Rachel Baker  
 Nicola Miller  
 Claire Woodfield  
 Kathleen Carr  
 Amy Reeves  
 Matt Rogers  
 Esther Green  
 Jo Camino  
 Amy Reeves  
 Rachel Mellor  
 Amy Reeves  
 Rachel Mellor  
 Jo Camino  
 Lorna Stanton  
 Rachel Mellor  
 Andrew Pope  
 Gill Peck  
 Gill Peck  
 Simon Petch  
 Simon Petch

# Mission Statement

The Headteacher, Staff and Governors at  
Putnoe Primary School  
aim to help all pupils enjoy and achieve.  
We strive for academic excellence while  
seeking to provide a balance between academic  
subjects and the aesthetic, practical, musical  
and physical activities.

We believe all pupils should have the opportunity to  
develop those life skills that will raise  
self-confidence and self-esteem and contribute to  
their role as responsible citizens.

The success of our mission  
is focused around  
the following themes:

Working together with the wider community,  
Seeking continuous improvement and innovation,  
Celebrating success and taking pride in our  
achievements and being responsible for  
our own actions.

## AIMS OF THE SCHOOL

### We aim to promote:

- ♦ A self-evaluative organisation in which all are involved in learning.
- ♦ High self esteem.
- ♦ Spiritual and moral awareness.
- ♦ Enjoyable and independent learning.
- ♦ Caring individuals.
- ♦ Readiness for life in the twenty-first century.
- ♦ The school, as a centre of excellence for learning, providing an exciting, evolving curriculum in which pupils are equipped for life.

### To achieve these aims we will:

- ♦ Provide all children at the school regardless of gender, ethnic or social background, with a secure and caring environment.
- ♦ Treat all our children with respect, valuing the individual.
- ♦ Encourage all our children to develop their full potential and reach the highest possible standards in all respects of work and behaviour.
- ♦ Develop the whole child, not only through the way we structure learning activities but also through the relationships, attitudes and standards of behaviour, which we encourage.
- ♦ Continue as valued links with the community involving the support and co-operation of our children, parents, staff, governors, the LEA and other external agencies.
- ♦ Develop every pupil, including those with Special Educational Needs and the More Able child, throughout the statutory curriculum and beyond in order to fulfil individual potential. Talent in any sphere is developed, especially through extra-curricular provision.

### In particular we will:

- ♦ Provide a broad, balanced and stimulating curriculum accessible to all.
- ♦ Provide a working partnership between school and home.
- ♦ Encourage our children to be active in their own learning, developing and self-evaluating and a reflective attitude and necessary life skills.
- ♦ Raise awareness of the needs of others as well as their similarities and differences within a discipline and a pride in themselves, respect for others and for the environment.
- ♦ Provide equal opportunities and the opportunity to develop respect, tolerance and understanding of the values, attitudes, beliefs, cultures, spiritual and religious practices of our multi-cultural society.
- ♦ Provide for the development of social attitudes and the skills that our pupils will need to become responsible, adaptable citizens in the future.

**We recognise that every child has special, individual needs. All achievements are celebrated and built on, whether great or small. Children are highly involved in their own learning, independence and self-motivation are encouraged and pupils are supportive of the efforts of others.**

*The term "Primary School" is used to describe the first phase in the two-tier education system.*

*Putnoe Primary School caters for pupils aged between 4 and 11 years. We are a non-selective school and draw pupils from a wide range of social backgrounds, cultures and abilities.*

*Putnoe Primary School is a modern, spacious, two storey building positioned on a large site, within a residential area. Our IT facilities and equipment have been developed to support learning across the curriculum. Our media suite hosts a green screen, radio broadcast equipment and equipment to enable our pupils to make animated films. We are proud of our purpose built ICT suite, science lab, sports hall and library, which offers our children a listening station, ipads, kindles and a large selection of up-to-date books.*

*September 2015 saw us open our new purpose built Year 6 block, 'state of the art' music room and art room.*

## THE SCHOOL AND ITS BUILDINGS



## ADMISSION ARRANGEMENTS

We currently have 3 termly intakes as follows:

4+ —Spring Term –Children who's 4th birthday falls between 1st September and 31st December. (full-time or part-time)

4+ —Summer Term (only if places are available) –Children who's birthday falls between 1st January and 31st March. (full-time or part-time)

Reception – Autumn Term– Children who's 4th birthday falls between 1st April and 31st August. (full-time)

Parents interested in applying to Putnoe Primary School for admission of their children can arrange a visit to the school by contacting the School Office. The admissions policy is reviewed annually and parents are advised to check with the school for an up-date on the above information. Please note, all school admissions into the reception year are administered centrally by Borough Hall who can be contacted on 01234 228878.

We are able to admit up to 90 pupils in Reception and Years 1,2,3,4 and 5 and 60 in year 6. If the number of places in a particular year group is not sufficient to meet the requests of all the parents, children are admitted on the following basis:

- ◆ To 'looked after' children accommodated in the catchment area.
- ◆ To pupils living in the catchment area.
- ◆ Other 'looked after' children.
- ◆ On 'very exceptional' medical grounds.
- ◆ To brothers or sisters of pupils currently attending the school.
- ◆ To children of members of staff at the school.
- ◆ Children in long term (12 months or more) registered child-minding situations, being cared for in the schools catchment area.
- ◆ To those living the shortest distance from the school measured in a straight line between the Headteacher's office and the pupil's home. Those living nearest the school are accorded the higher priority.

In any situation where the application of the above criteria results in a situation where there are more children with an equal right to admission to the school than the number of available places, the distance criteria will be used as a 'tie-breaker' to resolve the matter.

We encourage all prospective parents to visit the school and to see at first hand the school on a normal working day. Our Headteacher, Mrs Peck, is always happy to discuss any aspect of the school with parents, please telephone first for an appointment.



## THE SCHOOL DAY

It is important that children are punctual but we do ask that they are not on the premises on their own before 8.50am as we are not able

### Reception times

8.50—9.00	Registration
9.00—10.00	Session 1
10—10.15	Assembly
10.15—11.00	Independent Learning/Group Work
11.00—11.30	Session 2
11.30—12.45	Lunch
12.45—12.50	Registration
12.50—1.30	Session 3
1.30—2.30	Independent Learning/Group Work
2.30—3.15	Session 4
3.15	Teaching and Learning ends



### Key stage 1

8.50—9.00	Registration
9.00—10.00	Lesson 1
10—10.15	Assembly
10.15—10.30	Break
10.30—11.15	Lesson 2
11.15—12.00	Lesson 3
12.00—1.00	Lunch
1.00—1.10	Registration
1.10—2.10	Lesson 4
2.10—3.20	Lesson 5
3.20	Teaching and Learning ends

### Key stage 2

8.50—9.00	Registration
9.00—10.00	Lesson 1
10—10.15	Assembly
10.15—10.30	Break
10.30—11.30	Lesson 2
11.30—12.30	Lesson 3
12.30—1.25	Lunch
1.25—1.30	Registration
1.30—2.25	Lesson 4
2.25—3.20	Lesson 5
3.20	Teaching and Learning ends



Please note: the end of day time is when the learning stops in the class, please allow a few minutes for your child to collect their things together before coming out of school.

# School Uniform

## Girls

Purple school logoed sweatshirt or cardigan

Black skirt, pinafore or trousers

White polo shirt

Black tights or white socks

Black flat school shoes

Purple checked dress (optional for summer)

## Boys

Purple school logoed sweatshirt

Black trousers

White polo shirt

Black socks

Black school shoes

Black shorts (optional for summer)

## Year 6

Year 6 pupils will wear a light grey polo shirt rather than white to mark their final year at Putnoe Primary School.

## PE kit

Purple t-shirt with school logo

Black shorts

Black tracksuit

Purple School Logoed Fleece (optional)

Plain trainers with light sole

School sweatshirts, cardigans, summer dresses and year 6 grey polo shirts, fleeces, PE T-shirts, shorts, caps and beanies, along with book bags, PE bags and water bottles will all be available to purchase at the school office

**Trainers, boots, heeled shoes and coloured or patterned tights WILL NOT be acceptable**

Girls hair should be tied back neatly with a black or purple hair band or scrunchie

Boys should not have lines or patterns shaved into their hair



Putnoe Primary School Aiming High Learning for Life

# ATTENDANCE

Regular school attendance is greatly encouraged and rewarded at Putnoe Primary School. Every Friday the Attendance Trophy is awarded to the class with the best attendance for that week. Our Attendance Officer monitors attendance and punctuality and liaises with parents who need support and advice.

We believe it is vital for parents and school to support each other in maximising their children's attendance to enable them to achieve their potential.

Our First Day Contact Policy means that parents should contact the school on the first day of any absence to inform us why their child is not attending. If absences remain unexplained by parents, they will not be authorised and the Education Welfare Officer may become involved.

Holidays in term time are strongly discouraged and will only be allowed in exceptional circumstances. Applications for any leave of absence must be submitted to the head teacher with at least 14 days notice.. A form is available from the school office for this purpose.



For further information please refer to our Attendance Policy for Parents.

## Behaviour and Discipline

### We believe:

That every child has the right to a safe, secure and caring environment in which they are able to learn and develop their full potential. It is our primary aim that every member of the school community feels valued and respected. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and in a consistent way.

### Rewards and Sanctions

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Values Education encourages positive attitudes and behaviour enabling children to become responsible and increasingly independent members of the school community.

Rewards are used to encourage the repetition of good behaviour and hard work. We praise and reward children in a variety of ways: Praise and positive comments by adults, nomination for the weekly Special Table, stickers, a Head Teacher's half termly letter of commendation and regular 'Good News' cards.

Also an end of term prize draw and invitation to a reward afternoon for receiving three or less Time Out Cards in a particular half term.

### Discipline procedure

The school operates a 'Time Out Card' Policy to deal with inappropriate behaviour that is affecting the rights of other members of the school community. If a child displays unacceptable behaviour in the classroom or in the playground they will receive two warnings before being issued with a Time Out Card. Extreme behaviour will receive an instant Time Out Card.

The child will then spend 10 minutes in another classroom or sit on the reflection bench in the playground in order to regain self-control and to reflect on their actions. They will also lose a morning and lunch time break.

Time Out Cards are issued consistently, firmly, fairly and without confrontation. It is later explained to the child that it is the behaviour that is not liked, not them.

## Assessment and Reporting

Assessing our pupils and tracking the progress they make is fundamental to teaching and learning. Assessment is a continuous process in the work we do in school. We use a very effective piece of software to track the progress of each individual child, and set targets to inform their learning.

British Picture Vocabulary Scale assessments and LARR Test of Emergent Literacy is undertaken shortly after a child enters the Foundation Stage. The Foundation Stage Profile is then completed during the rest of the child's time in the key stage.

At the end of Year 1 NFER numeracy tests, reading and writing tests are undertaken to track progress. Phonic Screening is statutory at the end of year 1.

Children in years 2 and 6 undertake Statutory Assessment Tasks (SAT's) in the summer term. These results are reported individually to the parents/carers.

Children in year 3, 4 and 5 all undertake non-statutory QCA tests. All children are formally assessed every term in numeracy, writing and reading and at the end of each unit of work in science. All other subjects are assessed in units of work, and teachers carry out their own assessments maintaining written records of the children's progress.

All children are monitored very carefully and, if necessary, intervention strategies can be put in place to help those who have potential difficulties in some areas of the curriculum. Where necessary the SENCO will undertake more detailed assessments.

Parent/Carer—Teacher consultations take place in the autumn and spring terms.

At the end of the summer term all parents/carers will receive a written report on their child followed by an opportunity to discuss it with the class teacher or head teacher.

## Year 2 SAT Results

This table shows the percentage of pupils at the end of Key Stage 1 achieving each level in 2015.

Percentage at each level

	2+	2B+	2A+	3+
Reading	94%	84%	54%	36%
Writing	85%	70%	58%	24%
Maths	94%	85%	67%	26%

## Year 6 Results

This table shows the percentage of pupils at the end of Key Stage 1 achieving each level in 2015.

Percentage at each level

	4C+	5C+	6C+
Reading	85%	41%	0%
Writing	86%	25%	3%
Spelling, Punctuation & Grammar	86%	68%	7%
Maths	88%	42%	10%



## THE SCHOOL CURRICULUM

In line with government requirements the school sets whole school curriculum targets annually, that are developed from individual pupil and class targets set by the teaching staff. The targets are discussed, agreed and monitored by the Governing Body's Standards Committee. The National Curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of two key stages, which are broadly as follows:

In our school we cover Foundation Stage Key Stage 1 and Key Stage 2. The following subjects are included in the National Curriculum at Key Stages 1 and 2:

- ♦ Key Skills
- ♦ English
- ♦ Mathematics
- ♦ Science
- ♦ Information and Communication Technology
- ♦ Religious Education
- ♦ Design Technology
- ♦ History
- ♦ Geography
- ♦ Art
- ♦ Music
- ♦ Physical Education
- ♦ Personal Social and Health Education
- ♦ French

For each subject and for each Key Stage, programmes of study set out what pupils should be taught and attainment targets set out the expected



**This covers the areas of listening, speaking, reading, writing, spelling, grammar and drama.**

### **Literacy**

All pupils follow a daily literacy programme, which includes the teaching of reading, phonics for reading and spelling, grammar, handwriting and vocabulary development.

### **Listening and Speaking**

It is important that all children become good listeners and effective communicators and that they are able to work within a group to listen carefully, share, report and discuss events and topics together. The National Curriculum places great importance on these skills. At Putnoe Primary School we carefully plan a daily programme of activities, which promote and extend these important skills for each child.

### **Reading**

Reading is fundamental to learning and we aim to help children become confident readers who are able to understand and apply their skill and enjoy reading for the rest of their lives. We teach reading through a multi-sensory approach developing story telling, prediction, sight vocabulary and an understanding of letter patterns. A six -phase teaching programme is used to teach reading and spelling. We involve parents in our "shared reading" approach. This gives an opportunity for parents and teachers to work together to help children develop the essential skills of reading. Laptops and software to support the reading scheme are used to develop higher order reading skills.

### **Library**

The School provides a wide range of fiction and non-fiction books. Each class has a timetabled session in the library where they are taught library and study skills. The children are able to borrow books from the school library. From the very beginning of school life the children are encouraged to choose their own books to "read" to their parents and to their teacher. Books are taken home and parents are guided as to how to approach reading with their child. Children are also given log-ins to enable them to use the school's interactive library 'Scout' at home.

### **Writing and handwriting**

Factual and creative writing is developed throughout the school. The skills of handwriting are developed and cursive script is taught early in our pupil's schooling. We believe that this assists our pupils to write quickly, confidently and clearly at an early stage and also helps to develop good spelling skills.

### **Spelling**

Skills are developed through the systematic teaching of spelling rules and are linked with phonics, high frequency words and tricky words. We encourage parents to help with spellings, which are sent regularly for the child to learn at home.



# MATHS

Mathematics is an important area of the curriculum and it is vital that children should not only learn and understand the processes, but also be able to apply them in everyday situations. All pupils follow a daily mathematics programme that includes regular oral and mental work and emphasis is placed on learning mental strategies to solve number Problems, then developing more formal written methods.

We use a variety of apparatus and materials to support and extend the children's learning experiences in number, shape and space, measure and data handling. Importance is placed on practical approach supported by mathematical discussion, with opportunities for individual, partner and group investigative work.

Teachers plan and organise mathematical learning objectives in line with the new mathematics curriculum 2014, to match the different needs and abilities of their pupils. Parents can boost their children's mathematical confidence in a number of ways at home: counting songs and rhymes, board and computer games, shopping and handling money, help with learning number bonds/tables and mathematics homework are just a few.



# SCIENCE

Science is a core aspect of the curriculum. Through scientific activities the children acquire and develop the scientific skills, attitudes, knowledge and understanding that they need in order to understand themselves and the world around them. Right from the beginning children are encouraged to explore, experiment, observe, question and predict outcomes and to develop an enquiring mind.



As a school we prioritise scientific investigation and have linked this to the outdoor environment. To support this learning we have an allocated environmental area in the school grounds. The children gain experience of a wide range of materials, both natural and man made and use many resources to develop their knowledge and understanding. Studies are enhanced by using the Environmental Area including a pond and school allotment.

## Information and Communication Technology

We believe that children must be able to adapt to a society increasingly involved in the use of Information and Communication Technology. At Putnoe Primary School all pupils have access to the computer. Through a structured programme of work they are helped to develop ability, knowledge and skills in Information and Communication Technology processes across the whole curriculum. We have a new state of the art ICT suite with thirty computers plus printers which are all networked. We also have 4 trolleys with 16 laptops on each that we use to support the use of ICT across the curriculum. Our fully equipped Media suite also houses our school radio station. There are interactive whiteboards and data projectors which are used regularly as teaching tools in all classrooms.





# Religious Education

We have an act of collective worship every day based on our school prayer and our assemblies and religious education are non-denominational in character. Once a week we hold a PSHE themed assembly.

While a significant proportion of our religious education is based on the Christian faith, stories and beliefs of other religions are also important. We aim to help each child develop an understanding, tolerance and respect of the many different faiths and cultures in our society.

We encourage the children to adopt a thoughtful awareness of themselves and their personalities, of the world around them and of their relationships with others. We try to conduct the life and work of the school in a similarly caring way, and support this through our values Education where we focus on an identified value each month and relate this to all aspects of the curriculum and life in school.

**And  
Collective  
Worship**

Technology involves children finding out about how things work and designing and making their own models. Skills, such as problem solving, planning, decision-making and evaluating are developed.

Through the technology curriculum children investigate many different materials, their properties and uses. They will have opportunities to design and make with card, paper, scrap materials, textiles, wood, clay food etc. Use is also made of construction equipment. Children use kits which can be taken apart and fitted together in many different ways and which include moving parts such as cogs, wheels and hinges. As children use different tools for their model making, they will also learn how to use them appropriately, efficiently and safely.

Food technology also forms part of the curriculum and is included in our schemes of work.

As part of

# TECHNOLOGY



# HISTORY

Through the teaching of history we aim to stimulate the children's interest and understanding about the life of people who lived in the past, and how events in the past have influenced our lives today.

The children are encouraged to develop the skills needed to become a historian through looking at a wide range of historical artefacts and primary sources. We also focus on helping the children understand that historical events can be interpreted in different ways and that they should always ask questions, such as 'how do we know?' about information they are given.

# GEOGRAPHY

The geography curriculum teaches an understanding of places and Environments. Geography helps children learn about and appreciate their local environment, and compare this to other regions in the U.K. and the rest of the world.

Throughout their time at Putnoe Primary, they are encouraged to develop their skills in collecting information, such as map reading, creating graphs and identifying features through photographs.



We believe that all pupils should have access to art and design which stimulates creativity and imagination, and provides visual, tactile, and sensory experiences, and a unique way of understanding and responding to the world. We do this by:

- ♦ Giving children the opportunity to learn and develop different techniques in art, using a wide range of media.
- ♦ Using the work of real artists as stimulation and starting points
- ♦ Allowing children the opportunity to develop their own art vocabulary when evaluating their own work and work of others.
- ♦ Looking at the art work of different cultures
- ♦ Experiencing an annual 'Arts Week' where visiting artists work with the children.
- ♦ Exhibiting children's work in frames around the school and in the local community.
- ♦ Annually visiting the local Art Gallery and developing links with The National Gallery by taking part regularly in 'Take One Picture'.
- ♦ A wide range of extra curricular art clubs for both key stages.





The music curriculum aims to involve pupils in first-hand musical experiences. Activities include the opportunity to sing and play simple rhythms and melodies. This leads to the ability to compose simple sound patterns, organising them into music. We also aim to develop the children's ability to appreciate and explore a variety of musicians and composers, music from around the world and through the ages.

In Key Stage 2 opportunities are provided for children to learn to play a range of tuned instruments such as recorder, ocarina, ukulele and keyboard. In Key stage 1 children will have the opportunity to play tuned and untuned instruments.

Key stage 1 and 2 children have the opportunity to join our school choir, which has developed and become very successful, winning awards and competitions.

Each class has regular PE lessons in the sports hall or outside depending upon the weather. PE is important in the development of physical control, mental alertness and personal confidence. It also helps children to learn to share and work together. We place great importance on the development of children's physical education. We aim to ensure that all children experience a range of sports and games and develop the skills and ability to work as one of a team.

# Physical Education

Physical Education in Key Stage 1 includes gymnastics, dance and games. In Key Stage 2 the children are also introduced to athletics and outdoor and adventurous activities. Our year 6 pupils receive swimming lessons at a local swimming pool during the summer term on an annual basis.

For PE children with pierced ears must be able to remove and replace their stud earrings themselves, if they are unable to do this then they must be removed before the child comes to school.

# Personal, Social and Health Education

The school strives to develop each child as a person and support their growth and development as an individual. We encourage children to think and behave positively and try to build upon strengths. We aim to encourage a caring attitude to others and the environment. At Putnoe we aim to enhance each child's self esteem and confidence so that they are able to operate effectively on their own and as a member of a group. PSHE provides opportunities for children to develop as citizens in a community and to develop life skills.

PSHE is taught in isolation as well as through the curriculum and is underpinned by the school's Behaviour and Discipline Policy and our Values Education. Circle time is used to practice essential skills and to develop positive attitudes.

We have received the Healthy School award and as such have received accreditation for Safety, Healthy Eating and Drug Education. We have also received accreditation for Physical Activity and Sex and Relationships.

# PSHE

# Sex Education

We believe that the primary responsibility for sex education for pupils of Primary School age lies with their parents. Those aspects that are covered in school are included in the National Curriculum science programmes of study and PSHE and RE Schemes of Work. Through this curriculum the children learn:

- That humans develop at different rates
- The concept of male and female
- To develop personal safety
- Ways in which people learn to live and work together.

Sex education will be openly discussed when it occurs in the curriculum. Children's questions will be answered honestly and frankly, using the correct anatomical terminology. Staff are advised to seek advice from colleagues and parents if they are in doubt as to how to respond to an issue. Staff are aware of the sensitive nature of such topics and respect the different cultures within our community. Parents have the right to withdraw their child from Sex and Relationships Education programme outside the National Curriculum science scheme of work. Where issues arise in other subjects it is not deemed as part of the Sex and Relationships Education and therefore not subject to parental right to withdraw. If you wish to withdraw your child please apply in writing and an appointment will be made for you to discuss your concerns with the Headteacher or PSHE Co-ordinator.

All forms of sex discrimination are discouraged within the school and inappropriate language will always be challenged.

# SCHOOL CLUBS

The staff run a large number of extra curricular activities for pupils. Clubs are offered to children across all year groups and may vary from year to year according to the skills and expertise of staff.

Science

DT

Story

Maths

D

R

A

M

A

ICT

Wildlife

Netball

Cookery

Art and

Craft

Radio

Chess

French

Choir

Athletics

Dance

Parachute

Gardening

Hockey

Multisports

Gymnastics

Recorder

Tag Rugby

# Gifted and Able Children

Pupils are identified as Gifted and Able using evidence from a pupil assessment profile completed by the class teacher, use of feedback from parent questionnaires and National Curriculum attainment records. Pupils are provided with an Individual Education Plan (IEP) and are set challenging targets. They have access to an enhanced and enriched curriculum and benefit from initiatives such as setting in numeracy and literacy, focused teaching, participation in challenge projects, extra curricular clubs and visiting experts. The AGT register is reviewed and updated annually.

*We also believe that children are smart in different ways. Therefore, all pupils at Putnoe Primary School are identified as being either—  
people smart, word smart, number smart,  
nature smart, self smart,  
practical smart, 2D/3D smart or  
music smart.*

## Consultations With Parents

You will want to know how your child is progressing at school. Formal consultations for parents and teachers are held in the Autumn and Spring terms. These are private, 10 minute sessions, which give parents, children and teachers the chance to share information. We hope that all parents will find the time to attend these meetings as we feel that they are particularly valuable.

Termly progress reports are sent home at the end of the Autumn and spring terms, and towards the end of the Summer term parents receive a full written report giving details of their child's achievements throughout the year. An opportunity to discuss the report with the teacher is also offered.

If you have any concerns or queries at any time please let the teacher know immediately and we will be happy to make an appointment to talk them over. It is usually best to discuss problems as they arise and not to wait until a consultation evening to contact us.



## Special Educational Needs

We have high expectations of all our pupils and all lesson planning includes consideration of individual targets to accommodate the range of abilities. Those with Special Educational Needs are identified as early as possible and given learning support through an appropriately differentiated curriculum. An Individual Education Programme is drawn up by the class teacher and our learning support co-ordinator, and these targets are always first shared with parents/carers. If difficulties persist we seek support and advice from other professional agencies. Parents are always informed and involved in this process.

A copy of our SEN policy and the policy for the More Able and Gifted Child are available for inspection at the school.

## Accidents and Sickness

If your child has a serious accident whilst at school we will attempt to inform you immediately and, if necessary, arrangements will be made to take the child to hospital. In cases of sickness, parents or the named person are notified and asked to collect the child.

**Please ensure that the school always has an up-to-date emergency contact number for your children.**

## Medicine

Medicine may be administered by school staff when prescribed by a doctor and is needed 4 or more times a day, provided an indemnity form has been completed giving us permission to do so. When medicine has to be taken in school hours, it must be handed into the school office with precise instructions.

## Children with Allergies (particularly nuts)

Please inform the class teacher and school office in writing if your child suffers from any allergies and notify the school of the action to be taken as appropriate. Children are asked not to include peanut butter, nutella or cereal or chocolate bars containing nuts in their packed lunches.

## Children with Asthma

Parents are asked to supply the school with full information concerning the extent of the asthma and to ensure that a usable inhaler is always available during school hours. Inhalers must be kept in the classroom so that they may be used as and when needed by the child.



## Breakfast Club/After School Care

Our Breakfast Club operates from 07.50am – 08.50am providing before school care and breakfast as required or requested.

Our After Hours Club provides high quality care for your child after school. The club operates from 3.20pm – 6.00pm each day. If you think that you may require any of these services, either on a regular or occasional basis, please ask at the office for further details and registration forms.

## Child In Need Referral

There may be circumstances when we feel that you and your family may benefit from support from other agencies i.e. social services. Before we can do this we will need to seek your permission. We will then complete a Child in Need form.

## Child Protection Referral

As a school we have a statutory duty to assist social services departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty we have a pastoral responsibility towards our pupils and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a child protection policy, which reflects both our statutory and our pastoral responsibilities. If we have a concern that a child has been abused or is at risk of being abused, we have a duty to refer this to social services.

## Healthy Eating

At Putnoe Primary School we recognise that good nutrition is essential if our pupils are to achieve their potential in school and in life. We aim to enable pupils and staff to understand the importance of a healthy diet in the context of a healthy lifestyle. Key stage 2 Children are encouraged to bring a healthy snack to school to eat at breaktime, consisting of a piece of fruit or vegetable, raisins or dried fruit, and can buy fruit once a week on 'Tutti Frutti Day'. Key stage 1 Children will be provided with a piece of fruit or a vegetable daily. Children are also encouraged to bring a named bottle of water to sip during the school day. Water bottles can be purchased from the school office. Cooled water fountains are also provided for children.

## Homework

We follow the government recommendations for homework. We expect children to complete the homework set each day by the class teacher, and to return it on the following morning to enable the class teacher to mark the work.

## School Fund and the Charging Policy

As part of their educational studies the children may from time to time make visits to places of interest outside school. In order to provide such opportunities for all pupils we do ask for financial support from parents. No child would be prevented from taking part if the parent is unable to make a contribution but the activity may not take place if sufficient funds are not received. Pupils will not be treated differently whether or not their parents have contributed.

## School Meals

These are prepared, cooked and served on the premises and we believe that they represent good value for money. Children have a choice of two menus each day. A copy of the weekly menu can be obtained from the school office. Facilities are provided for children who bring a packed lunch.

School meals are available at a cost of £2.15 per day for children in years 3 and 4, and £2.25 per day for children in years 5 and 6. Dinner money should be brought in on Mondays in a named, sealed envelope or packet. A brief note is needed to inform the school meals service if you wish to start or discontinue a cooked lunch or if you make any other alterations to lunch arrangements.

Some children may be entitled to a free school meal. If you think you may be entitled, please contact the Free School Meals Clerk at Borough Hall, telephone: 01234 228948 or collect a form from the school office. Children in Reception and years 1 and 2 receive free meals under the Universal Free Meals Scheme but we still require a form to be filled in.

If you wish your child to bring a packed lunch then please ensure it is in a sealable plastic container, clearly marked with your child's name and class.

## TRANSFER

Please let us know in writing if you are moving your child to another area, giving details of the address of the new school and date of leaving. School records will be sent to your child's new school once they are registered there.

We have very good links with our secondary School, Mark Rutherford, and in year 6 pupils have an opportunity to be involved in a transfer programme before the end of the summer term. This ensures a smooth transition. Letters relating to the transfer are sent by the school in the Autumn term. The secondary schools will publicise their open evenings which you may wish to attend to help you during that term.



We hope this brochure has been informative and helpful.

Should you have any questions please contact the school office

**01234 303400**

We look forward to welcoming

## Putnoe Primary School

Church Lane , Bedford MK41 0DH

Tel: 01234 303400

Fax: 01234 303401

Website: [www.putnoeprimaryschool.co.uk](http://www.putnoeprimaryschool.co.uk)

Email: [putnoeprimaryschool@schools.bedfordshire.gov.uk](mailto:putnoeprimaryschool@schools.bedfordshire.gov.uk)





# PUTNOE PRIMARY SCHOOL

