

The Bellbird Primary School



School Prospectus 2017 - 2018



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Welcome

to The Bellbird Primary School

The Bellbird Primary School opened for the very first time in September 2007, following the amalgamation of John Falkner Infant and John Paxton Junior Schools. The school was operating on two sites but moved into a brand new building April 2010.



Mrs Katie Kendall
Headteacher



Mrs Helen Darrell
Deputy Headteacher

This prospectus will give you an insight into life at The Bellbird and we hope encourage you to come and find out more about us. We look forward to meeting you...

Aims of The Bellbird Primary School

The staff, governors and children have worked together to develop our school aims. Our aims are 'child friendly' simply because we exist for the children.

Our motto reflects what makes The Bellbird Primary School special:

'Soaring to success'

We aim to:

- Be yourself
- Express yourself
- Enjoy yourself
- Challenge yourself
- Work for yourself
- Look after yourself
- Learn for Life



Our Ofsted report in June 2015 graded the school as 'Good'.

The report stated:

- The headteachers have a clear vision for how successful the school can be. Together, they have led a series of successful initiatives that have improved attendance, the quality of teaching and standards in reading, writing and mathematics.
- Most pupils now make good progress in all aspects of the curriculum, across the early years, Key Stage 1 and Key Stage 2.
- Governors hold the school to account well. They provide high levels of challenge and support. Through regular visits to the school, they have a good understanding of its strengths and areas for development.
- The curriculum promotes British values effectively. Tolerance, respect and an understanding of the role of democracy are developed well through a wide range of activities.
- Children make a good start in the early years. They settle in well and make good progress from their different starting points.
- Teaching is good. Thorough planning, probing questioning by teachers and effective use of assessment all help pupils to achieve well.
- Teachers' subject knowledge is good and they use their marking of pupils' books well to plan the next steps in learning.
- Parents are very supportive of the school. They appreciate the friendly staff and the regular invitations to see the children celebrate their achievements.
- Pupils from a wide range of backgrounds, and particularly those who speak English as an additional language, get on well together and make good progress.
- The behaviour of pupils is good. They have good attitudes to learning and behave well around school.
- The school's procedures for keeping pupil safe are good

Focus for Improvement

- Achievement in writing is not as strong as it is in reading or mathematics. Too few of the most able pupils reach the highest levels, especially in writing. Particularly in writing, teachers' expectations of what pupils can achieve are not always high enough and adults within the classroom are not always used effectively.



School Term Date

Academic Year 2017/2018

Autumn Term 2017

Professional Days

Autumn Term Starts
Half Term
Autumn Term Closes

Monday 4th & Tuesday 5th September 2017
Wednesday 6th September 2017
23rd October – 27th October 2017
Tuesday 19th December 2017

Spring Term 2018

Professional Day

Spring Term Starts
Professional Day
Half Term
Spring Term Closes

Wednesday 3rd January 2018
Thursday 4th January 2018
Friday 9th February 2018
12th February – 16th February 2018
Thursday 29th March 2018

Summer Term 2018

Professional Day

Term Starts
May Day
Half Term
Summer Term Closes

Monday 16th April 2018
Tuesday 17th April 2018
Monday 7th May 2018
28th May – 1st June 2018
Tuesday 24th July 2018

The Curriculum

General Curriculum Information

A flexible teaching approach will be used at the various stages of your child's education. Whenever possible, the children will be taught in class groups of mixed ability.

The Department for Children, Schools and Families (DCSF) clearly states that the National Curriculum does not represent the whole curriculum. A good school offers a much broader learning experience. It is not only the lessons and activities planned from the National Curriculum which are important to children's development. The experience of learning is just as important as the information children gain. The curriculum needs to be viewed in terms of experience and understanding, skills and good behaviour. It seeks to satisfy the intellectual, spiritual, social, emotional and cultural needs of our children. In planning the work we will always try to match it to your child's needs and we will ensure that the curriculum is applicable to the wider world. We will make every effort to see that our expectation of your child's potential is realistically high.

Assessment is an integral part of our teaching and we will report on your child's progress formally and informally throughout your child's school career. Through a variety of teaching and group work, we will make every effort to encourage your child to be an independent and effective learner. You will be able to see a detailed summary of the planned organisation and contents of the curriculum for your child upon request. The School has copies of the National Curriculum requirements which you are welcome to view.



Foundation Stage

We offer a comprehensive induction programme into school life. Children in the Foundation Stage follow the Early Years Foundation Stage curriculum, where there are six areas of learning – Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the world and Expressive Arts and Design. Children participate in a wide range of activities, both indoor and outdoor, that provides them with a sound foundation for later achievements. The Foundation Stage classrooms have an outdoor area leading from the classroom to ensure the outdoor curriculum is used to its full advantage.

All other children in our school follow the National Curriculum. We have a creative curriculum that has a framework built around a project per term for each class.

English

We promote high standards of language and literacy through creative and inspiring lessons. We aim so that the children not only learn but also are enthusiastic about literature. There is an emphasis on the importance of the spoken language as this underpins the development of reading and writing. Alongside these aspects there is a particular focus on spelling, vocabulary, grammar and punctuation. These skills are applied across all other curriculum areas.



‘Read It Again’



Skylarks Class enjoying a phonic lesson.

Mathematics

The children will follow the new national curriculum for mathematics which aims to ensure that all pupils become fluent in the fundamentals of mathematics, can reason mathematically and can solve problems. Through this we aim to impress upon our pupils a positive attitude to Mathematics, a subject which will not only equip them with essential skills for everyday life, but also help to develop their ability to analyse situations and develop logical thought. Great emphasis is placed on Mental Maths and how we can solve problems mentally rather than on paper.



Science

We encourage pupils to learn and discover the scientific aspect of their world and promote independence of learning, as far as possible, through a sound scientific framework. As with other curriculum areas in the school, science may be taught as part of a much broader context. However, there are times when science and other subjects will be taught separately. The science curriculum provides our pupils with the means for understanding the world around them. We encourage the children to be curious and ask questions scientifically. The children are always enthusiastic about our science week activities. We continue to develop our outdoor area and allotment. We intend the area to become a well-equipped resource to help bring the science curriculum to life.

Art & Design

The children will have the opportunity to develop a variety of artistic skills including drawing, painting and modelling, using a wide range of resources. We will encourage them to look carefully at their environment and the work styles of other artists.



Computing

At The Bellbird we have a wide range of information and communication technology to ensure that our children become digitally literate. We have interactive whiteboards and visualisers used as teaching tools in every classroom, as well as trolleys of laptops. There are further ICT equipment used regularly such as i-pads, digital cameras and video, a graphic tablet and plasma screen in our atrium.

By the end of their primary years, the children will know how to use computers to communicate, investigate and control, to become discerning in their use of ICT, to select information, sources and media for their suitability for purpose, and to assess the value of ICT in their working practices.



ICT around the learning zone



Design & Technology

We have a design and technology room used for food technology and some model making. The children design, construct and test the performance of models to solve practical problems. Design and performance are then analysed and improved.

Geography

Our Geography curriculum enables the children to move from their own knowledge of the locality to an investigation and understanding of the wider world. This involves a study of the way people live, the development of mapping skills and a consideration of the weather and environmental issues.

History

Our History curriculum aims to ensure that the children know and understand the history of Britain as well as understanding significant aspects of the history of the wider world. Children will learn from artefacts, pictures, photographs, music, documents, buildings, sites and computer based material.

Languages

Our children in key stage 2 learn French with the emphasis on practical communication.

Music

Music is seen as an important part of our school's curriculum. All children are given a wide experience of listening to music, music-making and singing. Children from Year 3 to Year 6 have the opportunity to join our Choir and their performances are always greeted enthusiastically.

Children also have opportunities to play an instrument. Extra-curricular music tuition is available for those parents who wish to purchase this aspect. The school presents a number of productions throughout the year, which are a well-supported feature of our school life. All children are encouraged to take part.

Physical Education

We aim to develop our pupil's skills in a broad range of physical activities. The main hall has a wide range of gymnastic equipment. Outside we have a football pitch, netball and basketball court. We encourage all children to take part in our sporting activities. We concentrate on participation and enjoyment. The children are encouraged to be competitive in a club situation and inter-school activities. The children enjoy playing matches against other schools and competing in our annual Sports Day which is a popular day for parents as well. Children from year 2 to year 6 have swimming lessons in the summer term.



Religious Education

Religious Education is provided in accordance with the agreed syllabus of the Local Authority and the requirements of the Education Reform Act. There is a daily assembly, either as a whole school, in Key Stages or as class groups. This does include an act of worship with a mainly Christian ethos. Careful consideration is also given to the multi-faith society we live in.

Parents can withdraw their child from all or part of the Religious Education and collective worship activities in School. If parents choose to withdraw their child, the child will work in a classroom with an adult, completing additional work.

P.S.H.E.

Personal, Social & Health Education enables pupils to develop the knowledge and skills, attitude and values which are necessary for them to make sense of their responsibilities and opportunities.

S.E.A.L.

An additional element to our P.S.H.E. work is the use of the S.E.A.L. programme. S.E.A.L. stands for Social and Emotional Aspects of Learning and these are the underpinning qualities and skills that help us manage life and learning effectively. There are five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. The whole school programme actively develops these aspects through revisited themes and shared assemblies.

Sex and Relationship Education (S.R.E.)

This key area is studied as part of the P.S.H.C.E. curriculum, which together with Science provides a natural and caring environment for learning about growing and changing, both physically and emotionally. Themes covered at Foundation Stage and Years 1/2 include work on making and sustaining friendships; ways to keep your body clean; the human lifecycle from baby to adulthood and names of the main body parts. These themes are continued into Years 3/4 and extended to include work on growing responsibilities and roles and how our actions and emotions affect others. In Years 5/6, children will work on practical methods to maintain a range of relationships, ways the body changes at puberty and how babies are made. Parents will be given the opportunity to view resources and discuss details of the programme before it begins.

Parents may withdraw children from those elements of S.R.E. not required by the National Curriculum for Science. Such a request should be made to the Headteachers in writing.

Inclusion

Special Needs

The School supports the policy of the LA that, wherever possible, children with special educational needs will be integrated within the normal school situation. We ensure that each child is treated equally with full access to all areas of school life. A member of staff has responsibility for specific educational needs. However, all the teachers will ensure that the work is relevant for the individual child. If it is apparent that a child requires particular support, parents are always involved in the decision making as to the best way forward. The SEND co-ordinator works with the Governing Body to review the SEND policy. Parents with children on the SEND register meet with the class teacher once a term to discuss individual programmes and targets.



More Able, Gifted and Talented

As well as those children who are finding learning difficult, the School also recognises those who are more able, gifted or talented. A member of staff is also responsible for their specific needs. Parents are always actively involved in decision making to ensure we meet the needs of these children too.

Through the academic year we hold a variety of assemblies where children are given the opportunity to show their gifts or talents. We take advantage of opportunities that arise outside of school for the more able such as maths, sport and design technology activities.

Accessibility for Inclusion

Our School aims to be an inclusive school. We strive to make all our children welcome and look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. The School has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our School being placed at a substantial disadvantage.

We will make reasonable adjustments for disabled pupils at different levels of school life:

- for the individual pupil;
- in our practices and procedures;
- in our policies

To make these reasonable adjustments we:

- Plan ahead;
- Identify potential barriers;
- Work collaboratively with disabled pupils, their parents and others;
- Identify practical solutions through a problem solving approach;
- Ensure that staff have the necessary skills;
- Monitor the effects of adjustment on a pupil's progress.

We think we are more likely to succeed in our efforts to make reasonable adjustments when governors, the Headteacher, the SENCO, teachers and all other staff are engaged in the process.

We know we have succeeded in making reasonable adjustments when disabled pupils are participating fully in school life: in the classroom; in the 'school curriculum'; breaks, lunchtime and beyond the school day; and when:

- all pupils feel part of the life of the School;
- all pupils are included by their peers in all parts of school life;
- parents feel their child is part of the life of the School;
- staff feel confident in working with all pupils.



We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification.

We will monitor and evaluate the effectiveness of our disability planning arrangements.

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

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

Assessment

Assessment without levels

From September 2015, the Government made a huge change in the way that children in school are to be assessed. This is to tie in with the New National Curriculum that started to be used by all schools at the beginning of September 2014.

At The Bellbird we have developed year group expectations for Reading, Writing and Maths based on Focus Education materials. The only government developed expectations are for the End of Key Stage 1 and the End of Key Stage 2 – these are currently interim expectations.

We have developed and use a 6 point system:

Mastery of the National Standard Working at Greater Depth (GDS)	6. Meeting all the statements for the National Standard and Mastery of the National Standard (100%)
At the National Standard Working at Expected Standard plus (EXS+)	5. Met all National Standard statements (100%) and some Mastery statements
Working at Expected Standard (EXS)	4. Meeting all the statements of the National Standard (100%)
Working Towards National Standard plus (WTS+)	3. Met Working Towards statements (100%) Not yet achieved all expected statements
Working towards National Standard (WTS+)	2. Meeting all of Working Towards Statements (100%)
Working Below the National Standard (B)	1. Not meeting Working Towards statements

At the beginning of each year your child/ren will be starting from 'Working Towards' their year group expectations – this will be for all children despite where they were at the end of the previous year as each year the children will be working towards a different set of expectations.

We assess the children based on the work they produce during the year and through our professional knowledge and judgement.



Reporting to parents

During parent meetings, we will talk to you about where your child is currently working (what they can do) and will talk about what their next steps are in their learning. We will be measuring progress by looking at what they could do at the beginning of the year and what they can now do. We hold parent meetings in the Autumn and Spring terms.

We send your child's main school report out in March (which is then followed by a parent meeting). We then send a short report home at the end of the school year which includes your child's end of year attainment.

Your child/ren's reports will contain a grade for effort and we will comment on their general progress, behaviour and relationships as well as characteristics of an effective learner.

We also include targets for English, Maths and a personal one.

The wider curriculum

Accelerated Reading Programme

Since September 2009, we have used the Accelerated Reading Programme with all of children from Year 2 to Year 6, as well as some of our Year 1 children where children read and then take a quiz on line to assess their comprehension skills. Children have their own account for this programme and parents are able to view their success from home.

School Outings & Activities

At The Bellbird we organise regular outings to link in with school topics. Parents are informed well in advance of all educational visits.

We offer a variety of school clubs and groups which meet in and out of school hours. The school's policy is to encourage as much involvement from the children and interested parents as possible.

Friday Assembly

Every Friday parents are invited to our assembly at 2.30pm to share in celebrating the week. There are a variety of awards presented that include;

- Bellbird Superstar certificates (Teachers award children who have excelled in an activity that week. Our Bellbird superstars for that week have their photo displayed in the entrance way for all to see.
- A book if they have completed the 28 stickers on their chart (This is for academic achievement)
- Team point trophy (the whole school are in four teams, Amethyst, Ruby, Sapphire and Emerald. Children earn team points for good behaviour, good manners and being helpful)

After the assembly parents are welcome to stay and have a cup of coffee in our Community Hall before collecting their children. Sometimes, if we have had a curriculum week, e.g. science week, parents go through to see their child's work in the classrooms.





Children enjoying a book using the Storyteller's chair.

Sports

We work with our 'cluster of schools' including Sawston Village College. Our aim is to enhance the take up of sporting opportunities by 5 to 16 year olds by increasing the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport, within and beyond the curriculum.

The ambition is to offer all children at least four hours of sport every week comprised of:

- 2 hours high quality PE and school sport.
- The opportunity for a further 2 – 3 hours beyond the school day (delivered by a range of school, community and club providers).

Travel Plan

Our school maintains a travel plan where we are committed to promoting safe, healthy ways to come to school. Our travel plan is on the school website and is reviewed annually. We offer cycle shelters for use by the children and by parents. We strongly encourage the wearing of cycle helmets at all times. (Every child at The Bellbird is given a cycle helmet when they begin at our school. The helmets are funded by our PTA - FABS). Everyone is asked to dismount at the school gates and push their bike to the cycle shelters. No one is permitted to cycle through the school car park. We have been part of the Safer Routes to School programme and have achieved the Sustainable Travel Gold Award. Further details are on our school website.

General Information

The School Day

The school day starts at 8.55 am with children encouraged to come straight into their classrooms from 8.45 am. A member of staff waits at the school gates to welcome children into school each morning. Morning break is between 10.20am and 10.40am (KS1), 10.50am – 11.10am (KS2) and lunchtime is between 11.45pm and 12.45 pm (KS1/FS) and 12.15pm and 1.15pm (KS2).

There is an afternoon break for the younger children. The school day finishes at 3.15pm for Foundation Stage and Key Stage One children and 3.20pm for Key Stage Two children.



It is expected that children will be collected by parents, or that parents will make arrangements for the collection of their children. The School should be informed of arrangements for the collection of children at the end of the school day.

Classes

We currently have 12 classes, 6 for Key Stage 1 and 6 for Key Stage 2. We have 2 Key Stage 2 classes in a mobile unit as a temporary measure until building work begins. All our classes are named after birds. The two Reception classes are Wrens and Robins Classes.

Admission to Foundation Stage at our School

During the preceding Summer Term, there are several opportunities for pre-school children to visit the School. There is time for parents to come into school to meet the staff and to be given an information pack concerning the school and the curriculum. Every child is offered visits to school before they start school, where their class teacher comes to meet them.

Getting to know you sessions

During the second half of the Summer Term, we hold a series of Getting to know you sessions for children joining our school in Foundation Stage in September. Children come along for a 45 minute session to mix with other children who will be in their class and for staff to get to know the children. Parents are encouraged to stay on school site, whilst their child is at these sessions so that they can meet the Headteachers and other parents. There is a parent evening too that is a time to meet all school staff, tour the school and find out even more about The Bellbird. Towards the end of the summer term, children are invited to spend some time in the classrooms.

Admission to our School other than Foundation Stage

Parents are most welcome to visit our school to plan a smooth transition for their child from their current school to The Bellbird, in the event of moving into the area. Parents need to contact the Local Authority Admissions Office to request a place at The Bellbird School.

School Dress for All Pupils

Girls: Navy blue or grey skirt or pinafore dress
White or blue school polo shirt
School sweatshirt or cardigan
Outdoor shoes, not trainers
Trousers (optional)
Navy blue and white checked dress (optional for the Summer Term)

PE: Trainers
Navy blue shorts/blue T-shirt
Named PE bag with drawstring
Swimming costume, towel (from Year 2 upwards)

Boys: Grey/black trousers
White or blue school polo shirt
School sweatshirt or jumper



Outdoor shoes, not trainers

PE: Trainers
Navy blue shorts/blue T-shirt
Named PE bag with drawstring
Swimming trunks, towel (from Year 2 upwards)

We hope all children will wear the School colours because it promotes a sense of belonging. Please help us by ensuring your child comes to School in the School uniform. Labelling all items is essential.

PE is a statutory part of the school curriculum and, as such, all children are expected to take part in every lesson. We recommend children bringing their PE Kit into School at the start of each half-term and keep it in school in case there are timetable changes. A letter is needed from parents if there is a reason why a child is unable to take part in the PE lesson.

Following local authority health and safety guidelines, children are not permitted to do P.E. wearing earrings in pierced ears. They will be asked to remove them. It is advisable for younger children not to wear earrings to school on the days they do PE.

Mid-morning Snack

Children in Foundation and Key Stage 1 classes are offered a free piece of fruit or vegetable every day through the National Fruit and Vegetables Scheme. Children in Foundation Stage are also offered a drink of milk daily. Children in Key Stage 2 are welcome to bring fruit. We ask for fruit or vegetables only unless there is a medical need. Water bottles are strongly encouraged.

School Meals

From September 2014, all children in Foundation Stage and Key Stage 1 are entitled to a free cooked lunch. School lunches are provided by Cambridgeshire Catering Service and exceed DSCF guidelines. A wide range of meals, including fresh fruit and vegetables, is prepared in our kitchen each day. The meals are very popular as they are selected especially for the children. They offer a wholesome, varied and balanced diet and are excellent value for money. Vegetarian meals are provided on a regular basis and special diets will be catered for, where possible.

Details of the menus are available on our website or by following the link: <http://www.myschoollunch.co.uk/cambridgeshire/>

School meals for Key Stage 2 pupils must be paid in advance at the start of the week. Please send money for the whole week on Monday in a sealed, named envelope stating the day(s) the meal(s) are required. Children may be entitled to free meals, depending on domestic circumstances. Application forms for free meals are available from the School Office or on the following links:

<http://www.cambridgeshireccs.co.uk/page/school-meals/primary-school-meals/menus>

Children may bring a packed lunch, contained in one box, which can be stored on a trolley outside the dining hall. Parents who choose to send their children with a packed lunch are encouraged to support the school's healthy eating policy by providing a healthy, balanced packed lunch. Useful information and ideas are on the school's website or by following the links:



http://www.nutrition.org.uk/attachments/050_BNF%20Healthier%20Packed%20Lunches%20Leaflet.pdf

http://www.nutrition.org.uk/attachments/108_BNF%20Healthier%20packed%20lunches%20poster.pdf

Our dinner supervisors, responsible to the Headteacher, work hard to provide a pleasant lunchtime environment for all our children.

Attendance and Absence

Please ensure that your child does not arrive late to School. If your child is absent, please inform the School of the reason by telephoning us or coming into School as soon as possible. It is the School's policy to ring parents to ascertain why child/children are not at school as soon as we are aware of the absence.

Holidays

Holidays in term time are strongly discouraged and will be recorded as unauthorised absence. Any parent considering taking a child out of school for a holiday should complete an Application for Special Leave of Absence that is given to the Headteacher.

First Aid / Medicines

Simple first aid will be applied in School. Teachers are not allowed to give medication to children. However, we are prepared to supervise the children taking medicine where it is absolutely necessary. The medicine must be brought to the school office, where the necessary permission form can be completed. Authorised personnel will supervise the child when they need to take the medicine. Only prescribed medicines can be administered in School. Cough sweets are not permitted.

If your child needs medical treatment, the School will try to contact you immediately and will always put the safety of your child first.

Jewellery

Jewellery is not permitted to be worn to School for Health & Safety reasons. We strongly recommend that children who are planning to have their ears pierced have this done in the summer holiday. A simple stud is permitted for pierced ears but must be removed for all PE lessons. We ask that children remove earrings at home on PE days.

Security

All staff and voluntary help in School have had DBS checks. All visitors must report to the main door and sign in. Side gates and doors are locked once children are in School. Children are trained to not open a door to any adult without first seeking out a member of staff. If your child is late for school, or there is a need for you to collect them early, we would ask that you come into the office to sign them in/out.





Read It Again – Visiting authors talk about their own books

Photos / Videos

Once your child begins school you will be asked to complete a form giving the School permission to photograph or video your child for display or media purposes, including use on our Twitter page.

Positive Behaviour Policy

The teachers and governors of The Bellbird Primary School are dedicated to making the school a happy and safe environment for all. We believe all the people involved with our school must understand the responsibility they share in maintaining this, and so we offer to you these statements as guidelines for behaviour for our school. We are sure that you, as parents, will help us support these fundamental principles.

Respect for others

We believe that everyone has the right to come to School without fear of violence or abuse. Bullying will not be tolerated. Discrimination against anyone because of gender, ethnicity, culture, religion, language, disability, sexual orientation, age or social circumstances will not be tolerated. Offensive language is not acceptable. We need your help in reporting these matters to us.

Respect for property

All children need to learn to respect their own and other people's property. Every penny spent repairing damage, is money we cannot spend on your child's education. If children damage School property, parents will be informed and asked to contribute to the cost of repair or replacement.

Good Behaviour

Every child has the right to learn without disruption by others. The School will, therefore, use a variety of sanctions against anyone who interrupts the children through bad behaviour. We will expect your support in this.

It is important that the children understand that they are representing us at all times. We value our reputation and will expect children to uphold this within the community.

As part of the community, we believe the preservation of these principles of behaviour is essential to the well-being of your child and all the young people in our care. We are



confident we will have your full support in the partnership needed to help your child become a responsible member of the community.

School Council

Our School Council plays a major part in school life. There is one representative from each Class. They have their own development plan and produce their own newsletters.



School Photographs

The School photographer visits the School to take individual and class photographs. The School receives a percentage of all money spent.

Parents and the School

You will receive a written report on your child's progress during the Spring Term and another at the end of the Summer Term. There will be opportunities three times a year to attend parent and teacher consultation sessions. You will have the chance to see your child's work and discuss his or her progress with the teacher. It is crucial that you and the School make the most of these occasions, so that we all have a clear picture of how your child is succeeding in school. If you wish to discuss your child's progress or behaviour at any other time, please make an appointment with your child's class teacher or the Deputy Head or Headteacher. If we wish to talk to you about your child's work or progress, we will write to you and arrange a meeting.

Friends At Bellbird School

Friends at Bellbird School (FABS) is open to all parents and guardians of children at the School and all those who are interested in the welfare of the School. This is our parent staff association.

FABS carry out valuable fundraising activities to provide the School with additional equipment to enhance the School environment.





Shade Sail for the children funded by FABS

Communication

Our website has up to date information on our School, including our policies, topic letters, School Council Newsletters, Newsletters, school dates and children's work.

www.thebellbird.cambs.sch.uk

You can keep up to date by following us on Twitter too: [@bellbirdprimary](https://twitter.com/bellbirdprimary)

There are various parent evenings and information sessions throughout the year to find out about how to support your child. Every class teacher holds a class information evening in September where parents can find out about what is planned for the year for their child and what they can do to support them. A termly topic letter is sent to parents with further details. A newsletter goes out to all parents regularly.

Child Protection Procedures

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The Bellbird School will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The school should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services



where it is deemed necessary and proportionate to ensure that children are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Safeguarding Lead or Designated Person) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.

Physical Intervention Procedures

The Bellbird Primary School is committed to ensuring that all our staff and adults with responsibility for pupil’s safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF and Cambridgeshire County Council’s guidance. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Parents will be informed if their child has been involved in an incident.

Charging and Remissions Policy

The School follows the Cambridgeshire County Policy. It is the School’s policy to invite voluntary contributions for activities such as school visits for which we cannot charge. On occasion, if insufficient contributions are received, the School may have to cancel particular activities. A charge may be made for board and lodging on residential trips.

Complaints

If you have any concerns regarding your child’s education, in the first instance please discuss it with the class teacher. If you feel that the matter has not been resolved, you should contact the Deputy Head. If it is still not resolved, you should contact the Headteacher. If you are still dissatisfied, you should address a formal complaint to the school’s Governing Body. Copies of the LA’s Official Complaints Procedure for the National Curriculum and Religious Worship can be obtained from the school. However, we do hope that your association with us will be happy and that if you have any concerns, we are able to discuss them to ensure that the matter is rectified.

F.L.A.S.H. – Out of school club

Breakfast club runs from 7.45am – 8.45am every morning. Breakfast club is held in a dedicated room. Children are offered a variety of cereals and/or toast for their breakfast with fruit juices.

Our out of school club (F.L.A.S.H. - Fun and Learning After School Hours) is situated in a dedicated room (the F.L.A.S.H. Room). F.L.A.S.H. is equipped for the needs of all our children.



The club offers a comfortable and safe environment where children can be cared for until parents can collect them after school hours. The club has a variety of activities to entertain children, with snacks and drinks being provided. More information on our Breakfast Club and FLASH is available from the school and on our website.

Arrangements for Secondary Transfer

Parents will need to apply for a place at their Secondary school of choice. Most children from our school attend Sawston Village College. Your wishes will be considered by the Local Authority who will reply in writing to such requests. The Bellbird has close links with Sawston Village College and much thought and effort is devoted to ensuring a smooth transition for all children from primary to secondary education. The Principal and Assistant Headteacher with responsibility for primary liaison at the Village College will visit our school to meet Year 6 children. All parents and children transferring to Sawston will have the opportunity to visit the school.

Staff – Autumn 2017

Head Teacher Mrs Katie Kendall
Deputy Head Mrs Helen Darrell

Foundation Stage	Wrens Reception	Mrs Frances Waddingham
Key Stage 1	Robins Reception	Miss Sarah Jarvis
	Wagtails Year 1	Miss Emma Davies
	Sparrows Year 1	Ms Tracey DeLisle
	Goldfinches Year 2	Miss Naomi Bennett
	Skylarks Year 2	Mrs Catharine Dix
Key Stage 2	Doves Year 3	Mrs Julie Martin/Mrs Claire Chivers
	Swifts Year 3 /4	Miss Lucy Sykes
	Woodpeckers Year 4	Mrs Lizzy Gresham/Mrs Sally Barron
	Kingfishers Year 5	Mrs Emily Gleed-Owen
	Owls Year 6	Mr Richard Martin
	Eagles Year 6	Mr Andy Gilmore
Booster Teacher		Mrs Geraldine Hines
Dance Teacher		Mrs Margaret Jacobs
Teaching Assistants	Mrs Eleanor Clapp	Mrs Heidi Dawson
	Mrs Marianne Derjean	Mrs Jessica Foster
	Mrs Karena Hunt	Mrs Margaret Jacobs
	Mrs Jane Jenkins	Mrs Ruth Pruden
	Mrs Georgina Stock	Mrs Jane Woodstock
	Mrs Corina Wheeler	Mrs Sadiya Khan
	Mrs Lisa Smith	Mrs Vicki Simons
	Mrs Fiona Van Dok	
Administration		
Office Manager	Mrs Diane Baslington	
Administration Assistants	Mrs Kathryn Nightingale	Mrs Lynne Tolhurst
	Mrs Louise Harrison	



Senior Midday Supervisor Mrs Margaret Jacobs

Midday Supervisors

Mrs Kaptia Chowdhury	Mrs Avril Hutchcraft
Mrs Jessica Foster	Mrs Sadiya Khan
Mrs Debbie Jackson	Mrs Charlotte King
Mrs Gwen Khoo	Mrs Michelle Facer
Ms Serena Pacey	
Mrs Lynsey Green	

Catering Staff

Mrs Anne McGrane	
Mrs Jane Gray	Ms Monika Wata

Caretaking Staff

Mr Alin Foster	
Mrs Kaptia Chowdhury	Mrs Sophie Kitchener

Leadership Team (and Child Protection Officers)

Mrs Katie Kendall	Head Teacher
Mrs Helen Darrell	Deputy Head / Phase Leader KS2 (Assessment)
Mrs Julie Martin	Inclusion Leader (SENCo, Gifted and Talented, PHCSE)
Mrs Catharine Dix	Phase Leader KS1 + FS/Mathematics Leader



Welcome from the Chair of Governors

On behalf of the governing body I would like to take this opportunity to welcome all prospective pupils and their parents and carers to The Bellbird Primary School.

The Bellbird was formed seven years ago by the amalgamation of the long standing infant and junior schools into the brand new, purpose-build premises that we have today. We have been through a particularly exciting time for the school as we settled in. Now we all celebrate being able to offer our pupils the wonderful new environment for Soaring to Success!

A school's governing body is accountable for setting the vision and strategic direction of the school, holding the head teacher to account for its educational performance, and ensuring that the school's financial resources are well spent. The governing body at The Bellbird meets once a month and is composed of volunteers of staff, parents and other interested villagers who are closely connected to the school and who have the interest and welfare of the children as their primary concern.

Would you be interested in becoming a school governor? From time to time, new openings in the governing body come up and are advertised. The most important quality a good governor needs is to care about the school and the children. New governors do not need to start out with specific skills relating to governing but are able to gain relevant knowledge by through the excellent free training courses for school governors provided by the Governor Services team at the Local Authority.

Do let us know if you have any comments, feedback or suggestions on the governor's activity. We can be contacted through the school office. But whether your child is starting in Reception or joining us in a later Year, we are delighted to welcome you to The Bellbird.

Tim Wreghitt
Chair of Governors

The Governing Body

Chair	Dr Tim Wreghitt	
Vice-Chair	Mrr Duncan Mcfarlane	Parent
	Mr Phil O'Dell	Community
	Mrs Katie Kendall	Headteacher
	Ms Sarah Jarvis	Staff
	Mrs Jane Woodstock	Staff
	Mrs Liz Smith	Community
	Mr Nick Silk	Parent
	Dr. Tracy Assari	Parent
	Dr Katie Graham	Parent
	Mr Duncan McFarlane	Parent
	Mrs Emma George	Parent
	Mrs Eileen Wheatley	Community
Clerk	Mrs Diane Baslington	



The Role of the Governing Body

The way responsibilities are divided in a School is set out in the School's Articles of Government. In a well-managed school the Head Teacher and the Governing Body work in a close partnership.

The Governing Body has a general responsibility, both to parents and the Local Authority, for seeing that the School is run effectively, acting within the framework set by legislation and the policies of the Local Authority. The detailed decisions about the day-to-day management of the School are the job of the Head.

Broadly speaking, the duties and responsibilities of the Governing Body are as follows:

- * To decide, with the Head, the aims and policies of the School, and how the standards of education can be improved.
- * To determine the conduct of the School - that is, how in general terms it should be run.
- * To help to draw up, with the Head and staff, the School Development Plan which will provide a strategic view of where the School is heading.
- * To decide how the School's budget can most effectively be used.
- * To ensure that the National Curriculum is delivered and to report on National Curriculum assessments and examination results.
- * To ensure that Religious Education is taught.
- * To select the Head and Deputy Head.
- * In consultation with the Head, to appoint, promote, support or discipline other staff members in School.
- * To act as a link between the local community and the School.
- * To draw up an action plan after an OFSTED inspection and to monitor how that plan is put into practice.

The Governing Body consists of Parent Governors, LA appointed Governors, Community Governors and Staff Governors, and the Head, if he/she so wishes. The Governing Body is a group, and as such has collective responsibility.

Above all, the Governing Body acts as a critical friend to the School. At the centre of all its roles and responsibilities, is the knowledge that the quality of education the School provides for your child is the most important factor in measuring the effectiveness of the Governing Body.

Thank you for taking the time to read our prospectus

