

# Cavendish Church of England Primary School



## School Prospectus 2017/18

Headteacher: Miss Cheryl Wass

Chair of Governors: Jenny Carpenter

## Cavendish Church of England Primary School

Cavendish Church of England Primary School  
The Green  
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Dear Parents

We believe that a modern Primary School must be a partnership if it is to work effectively. It is up to us all, home, school and church to create for our children a secure environment in which to develop their skills, friendships, expertise, knowledge and love of life.

A successful education is a joint exercise and we welcome the involvement of parents and carers at all times.

We have prepared this prospectus to tell you about our school but it cannot answer every question you may have. We hope that you will come and see the school for yourselves. Please telephone the school for an appointment.

We look forward to welcoming you.

Yours sincerely

Miss Cheryl Wass  
Head teacher



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### **School Staff**

The permanent teaching staff comprises the Head teacher and four full-time class teachers. Assistance in the classroom is provided by the Learning Support Assistants.

Miss C Wass	Head teacher/SenCo/Designated Safeguarding Lead
Mrs A Lewis	Mars Class Teacher/Safeguarding Alternate
Miss J Gant	Jupiter Class Teacher
Miss L Peters	Saturn Class Teacher
Mrs A Wilson	Neptune Class Teacher
Mrs R Byford	Learning Support Assistant
Mrs T Gibbs	Learning Support Assistant
Mrs S Chinnery	Learning Support Assistant/Midday Supervisor
Mrs S Ward	Learning Support Assistant/Midday Supervisor
Mrs S Ling	1:1 Support/Midday Supervisor
Mrs N Fenn	Admin Assistant
Mrs L Savage	Midday Supervisor
Mrs S Pector	1:1 Support/SEN
Mrs R Bruce	1:1 tuition
Mrs B King	1:1 tuition
Mrs S Samways	Forest School

### **External Agencies:**

Mr D Wells	VERTAS (Cleaning & Caretaking)
Mrs J Porche	VERTAS (catering) School Meals

### **School Governing Body**

Mrs J Carpenter	Chair of Governors & LA Governor/Named Governor for Safeguarding
Mr M Douglas	Vice-Chair and Parent Governor
Miss C Wass	Head teacher
Mrs L Kidd	Foundation Governor
Revd S Mitchell	Foundation Governor/SEND Governor
Mrs S Samways	Parent Governor/Named Governor for Safeguarding

## **Mission Statement**

Our Mission at Cavendish Primary School is:

We are a Church of England School  
with a Christian ethos.

We aim to help our children develop  
intellectually, emotionally, socially and spiritually.

We aim to create an ethos of well-being  
through good relationships between all.

We encourage an eager questioning  
outlook on life.

We have high expectations of our children.

We place emphasis on individual and  
group approaches to learning.

We provide an artistic and musical  
appreciation in our children.



### **Cavendish and its school**

The village of Cavendish itself is a rich curriculum. We believe that our school is an asset and focus for the community. As our children grow up we encourage them to look at their environment and understand their part, however small, in contributing to the development of the community. The school benefits from strong local support including volunteer helpers in school. (Who are all DBS checked)

The Staff and Governors of the school believe that children's learning and development is influenced by their experiences both within and outside school. We understand and promote the importance of good relationships between the school and home and take pride in our close home-school liaison and the informal daily contact with parents. We stress the family feeling within the school, whilst the contribution and co-operation of each individual is highly valued.

The school is situated on the edge of the village green, with open fields behind, and a large play area, built of natural wood in front. It is a Victorian building built in 1863 as an all age school. It is now a primary school for ages 4-11 yrs. The school buildings were extended in 1993 and 2010. The grounds are an asset of our school and have been developed and extended, in 1997, 2007 and most recently in 2015. The outside area comprises; wildlife area, forest schools station, gazebo, woodland area, pond and sports field, as well as a hard sports court.

There are four classrooms – Mars Class, Foundation Stage with outside classroom; Jupiter Class (yrs 1-2) with outside area; Saturn Class (yrs 3-4) and Neptune Class (yrs 5-6). The hall includes a library area which is run by parental helpers.

### **SOR (School Organisation Review)**

We were in Phase 1 of the Suffolk school review to convert to primary and secondary school systems. From September 2011 we had our first Year 6 pupils. Pupils at the end of Year 6 then transfer to their next school. We have links with Ormiston Sudbury Academy Trust, Stour Valley Community School, Samuel Ward Academy, Haverhill, Thomas Gainsborough Academy, Gt. Cornard and The Sybil Andrews Academy in Bury St. Edmunds for secondary education.

### **Pre-School Visits**

We warmly encourage parents to visit the school before applying. Once admission is confirmed we encourage children to attend pre-school transition sessions before their full time education commences. This helps them to integrate smoothly into school and class life. "Rising Reception" sessions are run throughout June in the summer term before children start reception in September, and enables children to meet their new peers, families get to know each other and to increase familiarity with the school layout. During these sessions the children get to know each other and their new teacher, and begin to anticipate their new school life with interest and pleasure. Parents and carers stay for those sessions and develop their own networks ready for September.

Class teachers visit each child in their nursery/pre-school setting to ensure good links. In the event this is not possible, a home visit is offered.

## **Organisation of Teaching**

We strongly believe in personalised learning. Children are grouped into four classes according to age. Every child is taught at a level appropriate to his/her needs in accordance with the Foundation Stage Guidance and the National Curriculum. We are able to ensure through careful planning of the curriculum and individual assessment of progress, a high adult: pupil ratio (classes are frequently split into focussed learning groups), that we meet the needs of and extend our pupils. All children take personalised learning sessions to support their individual target needs. This can include extension groups as well as additional support.

## **For Your Information**

From 4-16 years of age the children go through 3 organisational 'Key Stages' plus Early Years education.

<b>Age</b>	<b>Key Stage</b>	<b>School</b>	<b>Year Group</b>
4-5 years	Foundation Stage	Primary	Nursery & Reception
5-11 years	Key Stage 1 and 2	Primary	Years 1 –6
11-14 years	Key Stage 3	Secondary	Yrs 7, 8, 9
14-16 years	Key Stage 4	Secondary	Yrs 10-11

Children born after 1998 will stay in Full Time Education or equivalent until the age of 18.

## **The Curriculum**

### **Foundation Stage**

The youngest children, in the term prior to their admittance into Reception, are invited into the school for a series of 'rising Reception' sessions, class taster sessions and general summer term activities to help them settle in to the school. During their Reception Year, they will follow the Foundation Stage curriculum, working towards the Early Learning Goals. The aims are to develop personal, social and emotional development, to develop positive attitudes towards their learning, attention skills and persistence. The following areas are planned into their classroom activities:- communication and language, literacy, mathematics, understanding the world, physical development and expressive arts and design. RE is taught in a cross curricular manner and introduces children to a range of faith based festivals, as well as explaining Christian values.

The key principles during the Foundation Stage focus on learning through play, talk, and practical first hand experiences, making use of the outside environment to extend their learning.

### **Key Stages 1 & 2**

Pupils entering Key Stages 1 and 2 then study the ten subjects of the National Curriculum and Religious Education. The school follows the guidance provided by National Curriculum, our staff have developed a broad and rich curriculum which meets statutory needs and expectations with a strong emphasis on the arts, creativity and self expression and reflection. Preparing children for future development and responsibility is embedded in the curriculum. Children's spiritual, moral, cultural and social learning runs throughout the ethos of the school. British Values, democracy, inclusion and tolerance are explored through our Christian framework.

Copies of the National Curriculum documents and curriculum policies are available at the school. Curriculum plans are also available on the website.

We aim to ensure that all pupils receive a broad and balanced education, which is relevant to their needs, meets national requirements and will be both enjoyable and stimulating.

### **Religious Education**

As a Church school, we aim for each child to develop an understanding of the Christian faith, to develop his/her own spirituality and beliefs, to have awareness and understanding of the faiths and beliefs of others. Intrinsic to this is respect for all faiths and beliefs, children study the six main faiths as well exploring in humanism in Upper Key Stage 2.

RE is seen as an opportunity to explore and compare different faith based values and to broaden our understanding of cultures and faiths and how this contributes to modern British Society and the wider world.

As well as exploring artistic responses to faith, explicit time is given to developing an understanding of theological concepts such as the Trinity Incarnate and leadings for Holy texts.

The school benefits from support from the diocese and utilises many resources. This involves learning about other religions as well as comparing them with Christianity. Religious Education has a particularly important contribution to make to the spiritual, moral and cultural development of children. Parents have the right to withdraw their child from part or all of the RE lessons.

### **Collective Worship**

Collective Worship is an important part of the school day. As a Church of England school we follow the 'Values for Life' programme. Collective Worship can be whole school, key stage or class assemblies. We regularly visit our local Church, where parents, pre-school and members of the local community are invited to join us. Children in our Faith Council decide which hymns we sing each half term, and lead collective worship.



### **English**

The school places a high priority on the acquisition of language skills. Lessons follow the recommended progression from the National Curriculum. Children are given rich cross-curricular opportunities to apply their skills and regularly contribute to the school newsletter and village magazine and through written correspondence to our link schools in America and Australia.

### **Speaking and listening**

Children are encouraged to be active listeners and to talk with confidence and clarity. Children develop their communication skills through activities such as drama, singing, reading, discussions, collective worship, class presentations, school productions and circle time. Within the classroom spoken language plays a significant part of the curriculum allowing children to orally experiment with different grammatical structures before using these skills in writing. The school has Artmark status and all children perform in one of the three annual school productions.



### **Reading and phonics**

The teaching of reading is well structured throughout the school. Children are encouraged to read with skill, fluency, understanding and enjoyment. Texts are chosen to both develop key skills and to provide a stimulus for written work. A home/school reading record within their planner is taken home each day and this enables parents to comment on pupil's progress. The pupils' reading level is tested termly to ensure consistent progression.

We have a well-stocked library providing pupils with a good selection of fiction and non-fiction from which the children are encouraged to borrow. The school develops a love of reading through regular events such as National Book Week, World Poetry Day and Book Character Day.

The school follows a programme of systematic teaching of phonics, ensuring children have the skills to blend sounds to make words and to segment words into component sounds to support spelling skills. Children are taught that sounds can be represented on the page by letters and letter blends. They learn to sound and blend sounds together to make words to inform early reading. Breaking words into individual sounds supports spellings. These highly structured sessions commence in Mars class and continue

throughout Key Stage 1. The school phonics programme uses Oxford Reading Tree and Floppy Phonics. Further details are on our website. At the end of year 1 all children nationally take a phonic reading test.

### **Writing**

The children are taught how to write in a variety of styles and purposes, for example – letters, lists, notes, and diaries, accounts of work, information texts and personal experiences as well as stories. Use of ICT is an essential part of the writing process, whether through the study and explanation of cine-literacy through children's use of film and film techniques, as a presentation tool through media such as power point and publisher, or as an editing and drafting device. The National Curriculum places a strong emphasis on sound grammatical knowledge underpinning writing skills and children are explicitly taught and tested on spelling, punctuation and grammar.



### **Mathematics**

The National Curriculum provides a recommended progression of work for the children. Mathematics is taught each day as a specific subject. There is a strong emphasis on mental mathematics, written algorithms and developing a firm understanding of mathematical concepts through practical experiences and problem solving. Children are encouraged to explain their reasoning initially orally and then in writing and mathematical examples. There is a clear expectation that children will achieve mastery in a range of maths skills. Additional support and stretch is given to ensure children can approach this subject with confidence. Children use and apply their knowledge in a range of

difference contexts. Small focussed group sessions utilise a range of opportunities including ICT to encourage children to develop confidence in a range of skills which are readily transferred to other areas. Excitement and stretch is provided during the Primary Maths Challenge, the online World Maths Challenge Day and a curriculum enriched problem solving week.

### **Science**

The National Curriculum for Science is organised under four headings – Scientific enquiry, Life processes and living things, Materials and their properties, and Physical processes. Practical investigation is at the core of scientific teaching. Children develop the skills to ask questions, to predict, and observe, to interpret results and to evaluate scientific evidence. Subject knowledge content supports investigation and experimentation.

Some aspects of the Science curriculum link to other areas, particularly Sex Education, Drug Education and Physical Education.

### **ICT**

Children have the opportunity to use a range of multimedia materials to support and develop their learning; i-pads, laptops, webcams, i-boards, smart boards and data logging equipment. E-safety has the highest priority in our school and children are taught how to safely use the internet as a learning and research tool, but also how to keep themselves safe in an on-line environment.

The school has a safe provision of on-line learning through strongly monitored internet use. Children are encouraged to blend text, image and sound as appropriate in their work. Discrete teaching of skills such as coding and modelling are also taught. Cross curriculum application is seen as an essential part of the daily life. The school works closely with families to ensure that social media is used an age appropriate and respectful manner.

### **History & Geography**

*'The past is another country. They do things differently there.'*

*LP Hartley, The Go-Between*

History and Geography are taught through exploration of skills based topic work. Children personalise their learning in deciding which particular aspects of a topic they wish to explore. Practical experiences enrich understanding; handling primary evidence, making and tasting authentic foods, field visits, re-enactments and theatre, combined with careful study of sources, enable children to develop their learning of other



cultures and locations, and so reflect on their own. The curriculum at Cavendish has been selected to reflect our local environment and community, as well as providing a point of reference for comparing localities and environments across the world. Historical topics are reflected to provide a chronology of early British History and a study of key events that have helped to shape the ancient and modern world. Each topic area has a clear faith based link or line of enquiry. Each terms topic includes an enrichment visit or activity, including; Duxford Imperial War Museum, Museum of London, Bury St Edmunds Cathedral, the Polar Institute and Cambridge Mosque.



### **Design Technology**

The essence of our Design and Technology curriculum is to develop skills in planning, making and reviewing projects. Children are encouraged to question how things work and why things happen. Self evaluation is an important part of this process. They develop knowledge regarding the best choice of materials and tools for the task and to work in an ordered and safe fashion. Children are encouraged from an early age to be aware of Health and Safety. Environmental issues are central to modern day design and pupils actively use recycled materials, whilst considering the environmental impact of larger designs. Cooking: An understanding of food and nutrition, is part of the National Curriculum. Each child in school learns to prepare and make food linked to specific topic areas of study. For example a war time ration recipe is created whilst studying The Battle of Britain topic, whilst children make

Victorian Christmas puddings in our Victorians and Developing Democracy topic.

### **Physical Education**

As part of pupil well-being, pupils are taught the importance of the link between physical fitness and well-being. The school is already meeting the requirements of the P.E Mark and provides at least 2 hours of physical exercise each week. During Physical Education we aim to develop control, co-ordination and body awareness, which the children learn through observation, planning, performance and evaluation. Connections are made between fitness and health. The children have the use of a very well equipped P.E. hall, a hard-surfaced playground, an agility area, school grounds and the village green. Swimming takes place at the local pool encompassing both stroke development and water safety skills. The school takes part in inter schools competition for football, tag rugby, netball and rounders. A wide range of extra-curricular physical activities are offered. These currently include, wake and shake, circuit training and cheer leading, as well as more conventional sports. The school is committed to physical education as a means of contributing to children's well-being.



### **Art**

Children are encouraged to use art as a medium for personal expression, as well as to develop a critical eye of the aesthetic world around them. The children experience Art in a wide range of media including sewing, print, painting, photography and model making. Composition, layout use of space and colour are the integral themes across each medium. Children are given opportunities to experience a wide range of materials, tools, and techniques in order to produce their work. The school has achieved Artsmark status and is an accredited Arts Award Centre. This reflects commitment to the Arts and benchmarks the quality of provision.

### **Music**

Music plays an important part in the life of the school. We aim to encourage a love for music through listening, composing and performing. Music forms part of school performances, and includes collaborative events with other schools. There are regular opportunities to perform to an audience. The children enjoy



singing at special village events and church services. Children in key stage 1 learn the Ocarina, whilst children in key stage 2 learn the recorder and how to use formal musical notation. Music from other countries is explored through topic based study. A specific piece of music is studied for each topic. Peripatetic teachers provide opportunities to learn guitar.

### **Modern Foreign Languages**

French is taught across the whole school. French culture is also taught which includes looking at aspects of art and artists, appreciation of food and lifestyles and the diversity of nations which speak French. French is presented as a global language. Children in Key stage 1 follow an oral based program, whilst Key Stage 2 encompasses a wide range of topics and includes written content.

### **Library/ Learning resource area**

The Library provides books that not only support the National Curriculum, but inspire the children to read and take an interest in books. Children undertake training to become school librarians alongside parental volunteers, and are responsible for daily routines within the library.

### **Homework**

We believe that Homework is an important factor in a child's education and we hope that parents will encourage children to complete and return their work on time. Homework allows consolidation and practise of skills taught in class, self-expression and occasional research. Each child has a personal planner as part of our commitment to the 'Home-School Agreement' link between home and school. Targets are set and incorporated into the weekly home schedule for learning. Homework Club is run weekly to ensure children are well supported.

### **Pastoral care and discipline**

The overall pastoral care of the children is the responsibility of the Head teacher. The child's immediate needs are cared for by the class teacher. This responsibility is shared by all staff who work hard to ensure the happiness and well-being of each child. Children are taught to respect each other, their teachers and all who are associated with the school. They are expected to be well mannered and courteous, to take pride in their work, their appearance and the appearance of the school. The cultivation of self-discipline is encouraged and sanctions are rarely necessary.

The school has five Golden Rules:

1. Be polite and kind to everyone.
2. Treat others as you would like to be treated.
3. Care for our environment.
4. Listen when someone is talking.
5. Always try your best!

The school Council, Eco Council, Faith Council and House Captains provide peer modelling of these values to all.



### **Home School Agreement**

As a child enters our school, and at the beginning of each school year, we ask that they and their family enter into an agreement with us in which we each promise to work together in the best interest of our children's education. The agreement is signed and retained at the school.

### **Parent Consultations and School Reports**

Formal parents' consultation evenings are held twice a year, once in the autumn term and again in the spring term, when parents can come to school to view their child's work and to discuss their progress and targets with the teacher.

School reports are sent out in the summer term with an assessment of the progress, behaviour and overall development of the child. Informal open days are also held for the children to share their work, view displays and craft work with their parents.

Class teachers are always available at the end of each day for informal communication, and may be seen by appointment if necessary. Please try to avoid speaking to your child's class teacher in the morning. Urgent concerns should be addressed to the office to pass on.

### **Special Educational Needs**

It is not uncommon for children to experience some specific difficulty during their school career, and all our teachers are aware of this. If any concerns arise, these are shared with parents. Extra encouragement from home and inside the classroom with teaching or assistant help is provided. We recognise that barriers to learning may include, social, emotional, physical and linguistic barriers.

We also have links with specialist agencies from outside school. Full details can be found in the school SEND offer, available from the office and on our website.

We are able to provide extra help for those children whose first language is not English, at the same time recognising their achievement in becoming fluent in more than one language. We also believe it is equally important to recognise those children who are more able and whose needs require extension material and opportunities to develop at a quicker pace.

Overall, sympathetic teaching and the awareness that each child is an individual with different needs, help to make our school an inclusive and effective learning place for all children.

The Governors act in accordance with the code of practice for Special Educational Needs in ensuring that all children have the greatest access to a broad and balanced education including the National Curriculum.

The school is an accredited Dyslexia Trust School, we have a trained Able, Gifted and Talented programme to enable children's learning opportunities to fully extend them. At Cavendish Primary School we believe all children are capable of demonstrating and developing expertise at some stage in their school career. Enthusiasm, aptitude and commitment are encouraged.

### **Personal Social, Health & Citizenship Education (PSHE)**

Children at Cavendish School are encouraged to achieve at all levels of attainment. Special weekly **Achievement Assemblies** are held where children receive certificates of achievement for recognition of their success and attitude to work. The school operates a house system and notable achievement, whether academic or personal, is rewarded with house points. House points are earned through representing the school, personal work, sporting achievement, manners and conduct. Each house has its own House Captain. The house cup is awarded each term. The impact of peer to peer leadership is seen through House Captains awarding their own certificates each week.

Sex and Relationships Education forms an integral part of PSHE throughout the school. At Key Stage 2 delivery is supported by regular visits from our school nurse and parents are informed when these lessons are to take place. Parent workshops take place prior to teaching so families can view the teaching materials used.

Parents have a legal right to withdraw their child from lessons dealing with Sex Education and Human Relationships. However, please discuss this with the Headteacher.

### **Anti-Bullying Policy**

The school is proactive in ensuring that our school is safe. Bullying or intimidating behaviour will not be tolerated.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.



Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Should any incident be reported, support is offered to all children in collaboration with parents. Children are taught in an age appropriate way with criteria covered under the Prevent Framework.

Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Children are also taught how to take care of themselves and guard against electronic intimidation through social interactive sites they may access outside of school.

House activities and modelled behaviour help to develop children's ability to socialise and integrate successfully.



### Healthy Schools Partnership

We have achieved the criteria necessary for the Healthy Schools Partnership Award which also supports physical health and emotional wellbeing. Children are taught to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

We encourage children to eat healthily and drink water. Every child is expected to bring a bottle of water to school daily. Children are encouraged to bring a small healthy snack for mid-morning break. Fruit is provided for children in Key Stage 1 and EYFS.

Healthy packed lunches are an option for those children who do not wish to enjoy a cooked meal. All meals are cooked and prepared at Stour Valley Community School and the menu displayed for parents and children to view. School meals cost £2.30 per day. Special dietary needs can be met, and a vegetarian alternative is always available.

Universal Free School meals; a government initiative which means that free school meals are available to children in Reception and Years 1 and 2. Other children may also qualify, please ask at the school office for more information.

Every effort is made to encourage our children to think and act healthily.

Milk is provided free for children under the age of 5 years. School aged children are able to have a milk drink if their parents wish them to have one. This involves a small charge.

### School visits

Throughout their time at the school, children are taken on visits which are considered to be an important part of their education and we ask parents to make a contribution towards the cost of these visits. These contributions are voluntary and no child will be excluded from any visit on the grounds of the parents' inability to pay.

We reserve the right on very special occasions to charge for materials used in cookery, sewing and model making. The finished item may then be taken home. If any charge causes difficulty, please do not hesitate to contact the Head teacher. This will, of course, be treated in the strictest confidence.



### School uniform

We do expect all our children to wear school uniform. We ask for parents' co-operation to ensure that their children come to school in the correct uniform, **clearly marked with the child's name.**

(School colours are red and grey)

Polo Shirt

White

Skirt/Tunic/Summer dress

Grey/red/white

Girls' winter trousers	Black
Boys Trousers <i>no jeans please</i>	Grey/black
Sweatshirt/cardigan	Red
Socks/tights	Red/grey/black/white
Shoes/covered toe sandals <i>no trainers please</i>	Red/grey/black
Coat/anorak	Red/grey/black

Red sweatshirts and white polo shirts bearing the school logo can be ordered from school.

School book bags are also available from the office.

For PE and games, black shorts and a red t-shirt with plimsolls are required. Red t-shirts bearing the school logo for PE can be ordered from school.

A PE bag is needed to hold these items. Please ensure the bag is named. For winter games sessions a tracksuit or loose fitted jumper and tracksuit will be needed.

As part of our Healthy Schools status outside play is widely encouraged. Each child is asked to bring in a named pair of wellington boots with the optional facility of waterproof over-trousers, to ensure our grounds can be enjoyed in all weathers. Each year group participates in Forest Schools for a 6 week period and a full change of old clothing is essential. Wellington boots are a pre-requisite for Forest Schools.

*Please label all items with your child's full name in indelible ink or iron-on labels!*

### **Clubs**

We offer several clubs and activities during lunchtimes or after school. These are offered according to interest shown, season and facilities available. Recent clubs include Wake and Shake, Upbeat, Knitting, Lego, Art & Craft, Street Dance, Tag Rugby, Table Tennis, Film Club, Football, Fitness and Circuits.



### **Pupil Voice**

We have four main bodies of pupil voice. All of our children are offered the opportunity to represent their Year Group as part of the Cavendish School Council and are elected by their peers via secret ballot, emulating the democratic system. The council looks at aspects of everyday school life and becomes involved in the management and development of school policy. Fundraising, charitable work and social aspects play a vital part in this key role. The school's Eco-councillors are elected in the same way. The Eco-committee looks at environmental issues within school and the wider community. The Committee has achieved Eco Schools Silver award.

The Faith Council helps to organise the school's collective worship and services within the community. House Captains are decided by school staff, and they take on additional responsibilities including peer leadership.

All children are encouraged to contribute to the school community. As well as school librarians, school council, Faith council and Eco-council children undertake training to become play leaders and helpers within the classroom. The School has recently enrolled in the Junior Road Safety Officers scheme.

### **Cycling to School**

We have a covered cycle storage area and encourage children to use cycles and scooters. Parents should ensure that pupils are equipped with cycle helmets. Locks should be provided for bicycles, as the school cannot be responsible for any losses.

### **Parent Teacher and Friends Association (PTFA) and 100 Club**

We have a flourishing and supportive PTFA, which helps in many ways to support activities in school by raising funds at events held throughout the year for projects and resources.

Our committee must be congratulated for raising a considerable amount of money each year, and for bringing parents/families and friends together for all our fundraising events. These include tea and cake afternoons, the Easter egg hunt, stalls at the Church Fete and Horticultural Show, school disco, summer fayre, Christmas Fair and Raffle, not to mention many more. The school has benefited from these hard earned endeavours with an extension to the school library and our fabulous hard-court play area. All parents with children in school are automatically members and are encouraged to take an active role in the PTFA's work. Please contact the Chairman for further information.

### **Attendance**

Regular attendance is vital for the children's progress, though we ask you not to send them if they are unwell. A note of explanation to the class teacher or a telephone call to the school is needed to authorise any absence through illness. Parents are requested not to take their children out of school during term time for holidays. Absence for holidays will not be granted during May for all year groups or mid-June for Year 1 which is the time for statutory testing.

All schools are now set attendance targets and as a result it is now only possible to authorise leave of absence during term time if there is an exceptional reason which has been discussed during a personal meeting with the Head teacher in accordance with Suffolk County Council guidelines. All absences are recorded, even when pupils are unwell, and set against our target. We are now required to record all absences as 'authorised' or 'unauthorised' in the annual report and prospectus. The school works collaboratively with the Education Welfare Officer.

### **Medical Matters**

In all cases of emergency the Head teacher will try to get in touch with the parents concerned, but if this is not possible she will act on the advice of the Medical Officer consulted.

*Emergency telephone numbers and alternative contacts must be available where parents can be contacted when required urgently.*

When children are unwell they should not be sent to school. If medicines need to be administered during the day parents should keep their children at home, or arrange to come to the school to administer the medicine personally. It will be necessary to sign a medical form for this.

Should a child be suffering from sickness or diarrhoea, please allow them to stay at home for at least 24 and 48 hours respectively after the last attack to reduce further spread of infection.

### **Safeguarding & Child Protection**

The Head teacher will liaise with Social Services and other agencies on any matter relating to Child Protection. The school follows Suffolk County Council's Child Protection Policy. At times the school may need to share information about a pupil with Social Services and other agencies relating to Child Protection. Staff take Safeguarding and Prevent training and follow a high standard of clearance and checking when employing staff/helpers into school. Please contact the school office if you have any concerns in this area. The named person for safeguarding is Miss Wass, with Mrs Lewis as the alternative named person, both of whom have had Senior Designated Person training. All volunteers and governors who work in our school have relevant DBS clearance.

### **School Security**

We have a security system installed in the school, which ensures that the front entrance is locked shut until visitors are identified. This system also prevents young children from leaving the school building without our knowledge. All visitors to the school are required to sign the visitor book, to read the safeguarding information sheet and abide by the code of conduct in the visitor policy.

## **Complaints**

If you are concerned about any aspect of your child's education, please first draw the matter to the attention of the class teacher at the end of the day. If you are still unhappy, then please discuss the problem with the Head teacher. A copy of the School Complaints Procedure is available from school or alternatively it can be viewed on our website at: [www.cavendish.suffolk.sch.uk](http://www.cavendish.suffolk.sch.uk)

## **Links with the Community**

The school has a number of links with the local community. Each year we sing to the Over-60s, hold a Christingle, Harvest and Easter service in church where all are invited. The PTFA run stalls at the Church Fete and the village Horticultural Show. Brownies is held on the school premises. Regular liaison and events are planned with Cavendish Pre-School and other local nurseries; we work closely with our local cluster of schools to extend opportunities to children such as shared sporting events.

At a national level through the Diocese we have links with Kagera, in Tanzania. In French, children have the opportunity to write to children in other countries as part of the global gateway scheme, this includes pen pals in the USA. We have links with our namesake school Cavendish in Australia.

The School Council leads on charity fundraising which in the past have included: Children in Need, Leukaemia Research, Operation Christmas Child and BRAKE, as well as many others.



## **Admissions – This is updated with relevant dates as appropriate**

The LEA (Local Education Authority) determines the number of pupils who can enter the school each year. Applications for places must be returned to your home local authority for consideration. The deadline for Suffolk County Council is midnight **Monday, 15<sup>th</sup> January 2018**. You can also apply online at [www.suffolk.gov.uk/children-families-and-learning](http://www.suffolk.gov.uk/children-families-and-learning).

Places are allocated in accordance with the criteria detailed in the '[Schools in Suffolk Brochure – A Parents' Guide to Admissions](#)'. The admissions team can be contacted on the following;

**By phone:** 0345 600 0981 (local rate)

**By email:** [admissions@suffolk.gov.uk](mailto:admissions@suffolk.gov.uk)

**By fax:** 01473 260991

**By post:** The Admissions Team, Endeavour House,  
8 Russell Road, Ipswich, Suffolk, IP1 2BX

Please note that a change in the law means that the Local Authority is not able to guarantee a place at your catchment school.

## **Website**

Our school website is [www.cavendish.suffolk.sch.uk](http://www.cavendish.suffolk.sch.uk), it contains general information about the school and copies of newsletters, recent events, policies and curriculum details.

We do have a policy regarding the publication of the children's work and use of names and photographs on the website. Details are below:

- 1 – Children will only be referred to by their first name on our web pages (in relation to the publication of examples of their work).
- 2 – Your child's photo will never appear with their name beside it either individually or as part of a group.
- 3 – Children and staff will not reveal their personal details, home address or telephone numbers on the web.

## **Equal Opportunities**

Every pupil is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard. This is provided equally for all, irrespective of gender, ethnic background, faith, age or disability. The school's Equal Opportunities policy provides additional information. We expect our children, staff and families to promote inclusivity.

## **School Details**

Cavendish Church of England Primary School  
The Green  
Cavendish  
Sudbury Suffolk CO10 8BA

**Telephone 01787 280279**

**Email: [admin@cavendish.suffolk.sch.uk](mailto:admin@cavendish.suffolk.sch.uk)**

**Website: [www.cavendish.suffolk.sch.uk](http://www.cavendish.suffolk.sch.uk)**

## **School Hours**

08.30am - 08.45am	Wake & Shake Fitness Club
08.45am - 09.00am	Early bird
09.00 am	Registration
10.15 am-10.30 am	Morning break Key Stage 1
10.45 am-11.00 am	Morning break Key Stage 2
12.00 pm	Lunch
1.00 pm	Afternoon school begins
2.00-2.10 pm	Afternoon break for Foundation Stage & Key Stage 1
3.15 pm	School finishes

Parents are expected to make sure that children come to school in time and are met promptly at the end of school. No arrangements can be made for the supervision of children before 8.45 am or after 3.15 pm, unless they are attending an extra-curricular club or activity.



## **A Final Comment**

I hope this prospectus is useful in answering many of the questions you may have concerning your child's primary education. An open door policy is maintained at Cavendish Church of England Primary School and we invite parents to raise with us any issues where further clarification is required. Children, staff, governors and parents are proud of what we achieve at Cavendish and visits to the school are warmly welcomed.



# Term dates 2017 - 2018

## **Autumn Term 2017**

PD Day	Monday 4 September
Children Return	Tuesday 5 September
Half term	Monday 23 October to Friday 27 October
Ends	Tuesday 19 December
Christmas holiday	Wednesday 20 December to Wednesday 3 January

## **Spring Term 2018**

PD Day	Wednesday 3 January
Children Start	Thursday 4 January
Half term	Monday 12 February to Friday 16 February
Ends	Thursday 29 March
Spring (Easter) holiday	Friday 30 March to Monday 16 April

## **Summer Term 2018**

PD Day	Monday 16 April
Children start	Tuesday 17 April
Half Term	Monday 28 May to Friday 1 June
Ends	Friday 20 July