



Prospectus and Information



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Cambridgeshire
County Council

Dear Parents and Carers

We are delighted that you will be sending your child to Priory Park Infant School and hope that this prospectus will give you an insight into the life and work of the school.

All parents, carers and visitors are very welcome to visit the school in order to see the care we take in making these formative years of each child's education happy and fulfilling.

We aim to provide a learning environment which stimulates the children's interest, encourages their development and supports their learning. Our curriculum is broad and balanced and ensures the holistic development of the children. In order to make learning relevant and interesting, we provide maximum opportunities to learn through enjoyable, practical experiences.

We believe that each child matters and we carefully monitor the development and progress of all children in order to ensure that they are happy and fulfilling their potential. Through working in partnership with you, we aim to ensure that your child has the best start on their learning journey.

We look forward to meeting you and welcoming you and your child to our school.

Mrs A Smith
Head teacher



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Our Vision Statement

Learning Together with Care and Respect

Aims of the School

Priory Park Infant School is committed to ensuring the best start to each child's learning and education. Our aims are:

- For each child to feel safe and secure and see each success and mistake as part of the learning journey
- For each child to feel happy, confident and supported within a creative, child friendly environment
- For each child to be supported to reach his or her potential through being respected as an individual
- For each child to develop the skills required to become a successful earner
- For everyone in the school community to feel valued and work together as a team
- To respect the needs, beliefs and cultures of others
- To work in partnership with parents/ carers and the wider community to promote positive relationships
- To provide a broad and balanced curriculum which enables each child's interests and abilities to be nurtured

About the School

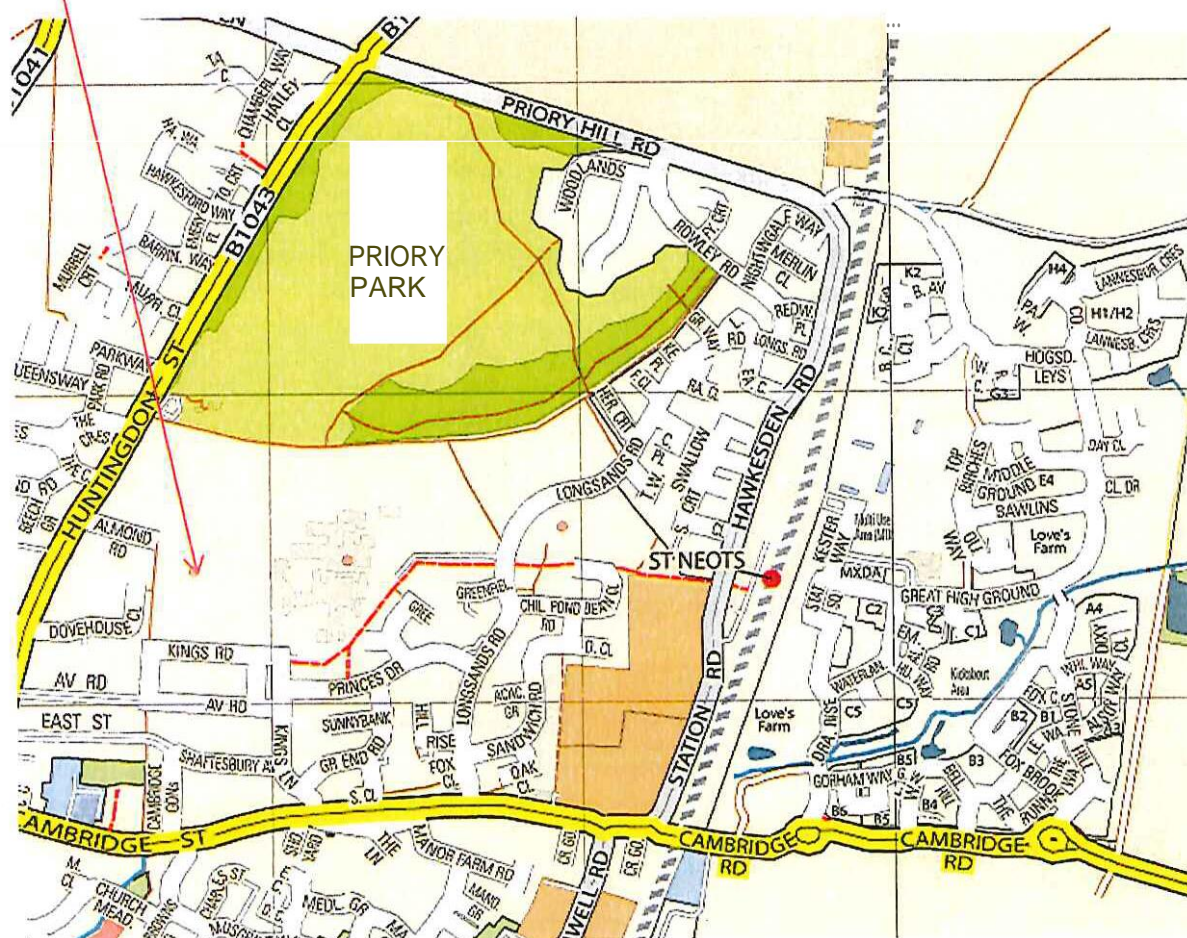
Our community school is adjacent to a large park and within walking distance of the centre of St Neots. The school was opened in 1952. All the classes are light and airy opening out on to our large playing field at the back of the school.

The school catchment area includes the established and more recent developments in the town and we regularly receive children from the nearby village of Hail Weston as well. Because so many of our children live locally, the school is very much part of the community of St Neots.

Children use the school grounds to investigate plants, insects and pond creatures in their natural habitat. There are two playgrounds which give the children space for play and sporting activities. We have a Forest School which plays a big part in the development of children's imagination, problem solving and conversation skills in addition to bringing learning outdoors.

Sited within the school grounds are a playgroup, run by the school and an out of school club, independently run, but with whom we have excellent links. At the end of Year Two, the children generally transfer to Priory Junior School, a short walk through the park. Extensive liaison strategies are in place across both schools, to ensure a smooth transition for the children. We work closely with both Priory Junior School and other local schools in the area.

Location of our school



Class Structure

Class structure is reviewed annually. The organisation of classes varies from year to year and is dependent upon pupil numbers. At the current time we have:

- Three reception classes
- Three Year 1 classes
- Three Year 2 classes

Mixed -Age Classes

Class structure is influenced by the number of children on roll each year. As we are an infant school, we are obliged to prevent classes exceeding thirty children. With this in mind, it is important to find a way to ensure that year groups are organised in a fair way to ensure the best education for the children. In common with many local schools, where necessary we organise children into mixed-age classes to ensure a fair and consistent approach. Our experiences of mixed - age classes has evidenced that they operate equally as effective as single age classes.

Home-School Partnership

We place great value upon the role of parents and aim to work with you to build upon the skills and abilities that your children have. A close working relationship between home and school is central to children's progress, development and attainment. As such, we encourage parents to take an active part in the work of the school. The door is always open for you to discuss any concerns you may have.

Newsletters and Messaging

Regular newsletters detail items of importance and highlight forthcoming events and activities. The newsletter is produced monthly and is sent electronically to you unless you request a paper copy. Newsletters are also available to view on our website www.priorypark.org.uk under the News and Information tab.

We use email and text messaging systems for parents to provide information and reminders on a regular basis. We also have our own school Facebook page www.facebook.com/pages/Priory-Park-Infant-School

Curriculum letters

Curriculum letters are sent home termly and are also available on our website. These provide an overview of the work being covered by each year group and allow parents to support the learning that is happening at school.

Consultations

We hold Parent Consultations in the autumn and spring terms where you will be invited to meet your child's teacher and discuss progress and areas for further development. We ask parents to keep us informed daily of any issues which may affect your child's performance at school.

Homework

Regular home reading is a vital tool in developing your child's reading skills. Children are assisted to choose an appropriate reading book at school, and progress to more advanced books as their reading improves. Reception and Year One are given Maths Challenges and Phonics practice. Year Two are set homework in line with that set by Priory Junior School, in which they are expected to carry out research on areas of their learning.

Home -School Books

These books remain in your child's book bag and allow parents and teachers to record books read and any other necessary information.

Helping in School

Parents and carers are very welcome to share their skills in school and support the education of the children. If you would like to volunteer your time, please see your child's class teacher. We carry out DBS (Data and Barring Service) checks on helpers at the school. If you are able to volunteer support regularly, please let the office know as soon as possible. You will need to provide the office staff with three forms of ID. These can include from group 1: a valid passport; current driving license or birth certificate AND from group 2: a current household bill; EU identity card; current mortgage statement; HM forces ID card; current credit card statement etc.

Our Curriculum

We are currently undergoing a review and re-vamp of our current curriculum. Our Foundation subjects, Art, Science etc. are taught through a Learning Challenge Curriculum based around 'Question for Enquiry'. This is a way of organising a series of lessons which capture the interests of the children and makes the learning relevant to them, whilst meeting the National Curriculum requirements.



At Priory Park Infant School, we believe that children learn best when they are interested in the work that they are doing and we have therefore aimed to create a flexible curriculum which responds to their needs.

The curriculum is carefully planned and organised to fulfil the aims of the school and meet the needs of the children according to their age, maturity and level of skill. Each curriculum area is matched to the requirements of the National Curriculum.

Staff within each year group work closely together. Weekly curriculum planning meetings ensure the presentation of a balanced curriculum, a consistency of approach across each year group and a sharing of resources, ideas and expertise. Curriculum newsletters are sent out every term and are available to view on our website.

Creativity

Creativity is a major theme throughout our curriculum. Signs of this creativity can be found throughout the school's classrooms, corridors and outside areas. Role play, for example, is a fun and engaging way in which children can learn and develop skills.

Lifelong learning skill Development

We aim to develop skills that will be useful for children throughout their lives. These include:

- Personal and Emotional skills - e.g. managing feelings, reflecting, learning from mistakes
- Social skills - e.g. listening and communicating, sharing, negotiating
- Learning and Thinking skills - e.g. investigating, evaluating, creating

Outdoor Learning

We believe that learning does not have to take place within four walls. Children are often more motivated and excited to learn in an outdoor environment.

The outdoors in many cases provides a far more practical and effective learning experience.

We are lucky to have large, attractive school grounds, as well as being very close to Priory Park, and we regularly make use of both. We also enjoy exploring the local environment, as well as going further afield on school trips.

We have a purpose-built outside classroom adjacent to the Reception classes. This allows the children access to outdoor activities that complement the learning in the classroom.

Each class is encouraged to use the school grounds for regular curriculum work. The children can often be seen sorting leaves and sticks according to their properties, finding objects which start with each letter of the alphabet or making structures from natural objects.



Forest School

Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.

Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children will work with tools, play, learn boundaries of behaviour: both physical and social, grow in confidence, self-esteem and motivation, whilst developing an understanding and appreciation of the natural world.

Aims:

Through Forest School we aim to encourage children to:

- develop personal and social skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- understand, appreciate and care for the natural environment
- regularly experience achievement and success
- reflect on learning and experiences
- develop their language and communication skills
- improve physical motor skills
- become more motivated
- improve their concentration skills



The Early Years Foundation Stage

The first years of your child's education build upon the development and learning that has occurred at home and at pre-school. As such, we aim build a close partnership with parents to best meet your child's needs.



The staff in the Reception classes work hard to help the children settle, socialise, develop, learn and have fun. We plan for maximum opportunities to have first hand, practical experiences which allow the children to have an enjoyable and successful start to school.

The Early Years Foundation Stage curriculum is structured to provide opportunities for teacher-led and child-initiated activities so that the children experience a variety of learning opportunities. Play forms the basis for learning and children are encouraged to use the environment to explore within their play.

We aim to ensure that the children's needs are catered for and, to this end, use quality Teaching Assistant support throughout the Foundation Stage.

Starting School

Most children find starting school tiring but soon adapt to the routines of the day. It is important that your child attends as regularly. The Early Years Foundation Stage curriculum is both rewarding and challenging with statutory provision and requirements. It is the policy of this school for Reception children to attend full time before the autumn half term. However, we aim to ensure that the start of school is tailored to your child's needs and will gladly discuss other arrangements, such as short term, part-time attendance for those aged under five.

To ensure a smooth start to school life in Reception, there is an established system of visits and introductions for new children and parents. New parents will be notified well in advance of the arrangements.



English

Speaking and Listening

We place a great deal of emphasis on developing children's speaking and listening skills as it provides the basis for their understanding of language and their ability to communicate effectively. Opportunities are provided through the use of role play, conversation, discussion, talk partners, stories and digital media.

Through rehearsing what they are going to write about, children use their speech to organise and clarify their ideas.



Reading

We aim for all our pupils to become confident, enthusiastic readers. As such, we have a well resourced library, colour-coded books and a range of fiction and non-fiction texts.



Reading skills and strategies are modelled through shared reading sessions and during curriculum activities. These allow the children to develop an understanding of the purpose and importance of reading.

During small group guided reading sessions, an appropriate book is used to directly teach a reading skill which is then shared with parents.

Writing

The children in Reception move from mark making to the writing of specific letters. We encourage the correct formation of letters as the children progress and demonstrate how to join the letters together.

We encourage the children to enjoy their writing by linking it to topics which interest them.

Different contexts, such as writing letters to their heroes or instructions for making a pizza, make writing fun.

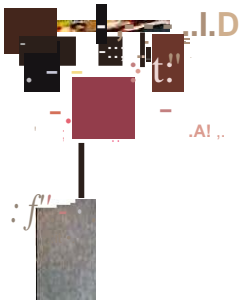
The children use their phonic skills to help spell words as a first strategy to spelling.



Mathematics

The Mathematics curriculum at our school is designed to provide maximum opportunities for the children to learn new skills, reinforce their understanding of previous skills and apply skills in new ways.

The children are taught the importance of selecting from a range of mental strategies to solve mathematical problems. Emphasis is placed on practical and oral work and mental computation as well as the application of principles and knowledge to everyday situations.



The teaching of Mathematics at the school includes using and applying skills in all areas of their mathematical learning.

We believe that children learn Mathematics best when they are taught a range of strategies to solve problems. This develops understanding of the use of mathematics and ensures that the children can apply strategies that they fully understand.

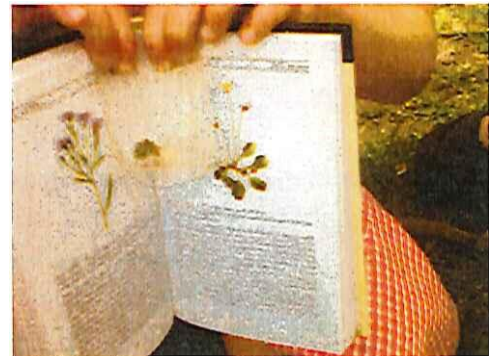
Science

Science is taught in KS1 as part of our Curriculum challenge questions. Science activities aim to nurture children's natural interest in the world around them by building on our children's curiosity and stimulating them to investigate and question. Through first-hand experiences, such as our wild area and the nearby park, we aim to:

- Develop an enquiring mind;
- Develop and encourage interest, enjoyment and enthusiasm;
- Develop basic concepts and logical thinking;
- Develop communication skills and allow children to pose questions and where appropriate, to devise experiments or investigations for themselves.

Science teaching is based on:

- Scientific Enquiry- e.g. hypothesising, designing, concluding experiments to answer their own questions or those posed by the teacher
- Life Processes and Living Things - e.g. locating, identifying and categorising mini beasts in the wild area
- Topics include: plants, animals including humans, everyday materials, living things and their habitats and seasonal change.



Art

Children have many opportunities to use art across the curriculum; but we believe that time also needs to be devoted to the teaching of discrete art skills. Children build on their knowledge to cover progressively more complex aspects of the five main areas of art: drawing, painting, printing, sculpture and textiles.



They are taught to care for and use equipment and tools safely and to appreciate and respond to the work of different artists. Children use sketch books to explore new techniques, and their artwork is celebrated through class and school displays.

Design and Technology

In Design and Technology children are taught to design and make products of their own as well as investigating a variety of existing products. They use a range of materials including paper, card, light modelling materials, textiles and food; and learn a range of skills and techniques.



Children are encouraged to be creative and imaginative, to make their own design decisions and evaluate their own work. They will plan their design using pictures, words and models, decide which equipment and materials to use, and discuss their work and the effectiveness of their design.

Physical Education

Children in Priory Park have access to over two hours of physical activity a week. We aim to develop physical competence and build a secure knowledge and performance through practice, control and dexterity as well as creative thinking and commitment. Children learn to move with ease, poise, stability and control in a range of physical contexts. We aim to develop key skills and for children to reflect and evaluate their performances.

Through a range of activities and experiences children have opportunities to collaborate and to compete individually, in pairs, groups and teams. Children are taught the knowledge, skills and understanding they need to help them achieve success, confidence and enjoyment both indoors and out. As a result of taking part in physical activities children are aware of the effects on their bodies and the need for a healthy lifestyle.



History

History teaching at the school is designed to enable children to interpret aspects of the past and draw conclusions about it. Through using artefacts, stories and photos the children develop an awareness of how things used to be. By comparing this with their own experiences, they are able to develop an understanding of life in the past. The children learn about significant people and how their actions have influenced life today.

A wide range of resources are used to retrieve information and answer questions the children ask. These include books, the internet, visits to museums and a Florence Nightingale morning where the staff and children 'bring History to life' using classrooms transformed into wards and a washroom.



Geography

The children use direct experiences, observations and fieldwork in the immediate surroundings to explore the world in which they live. They investigate the use of buildings and land and are encouraged to express their views as to attractive and unattractive features of the environment.

Books, globes, photographs and maps are used to broaden children's understanding and ensure that they have an understanding of aspects of different localities.



Music

The children develop the interrelated skills of performing, composing and appreciating music through singing a wide variety of songs, using instruments to create different sound effects and then choosing how to organise them into musical structures. We encourage the children to experiment with different ways of performing music indoors and in the outdoor environment, enabling the children to develop their creativity and evaluate their own work.

Children respond to music in different ways, such as through movement and dance, and are encouraged to appreciate musical elements such as pitch, tempo and rhythm. They also learn to use ICT software to compose and record music and begin to learn about musical notation. The children are encouraged to sing and play together in small and large groups and to be confident to perform to a variety of audiences. There is a singing assembly once a week and the playgroup join Reception each week in the summer term for musical activities. All Year 2 children are given the opportunity to learn to play the recorder. We are very proud to have achieved our Gold 'Sing-Up' award!



Religious Education

Religious Education is taught throughout the school. Our aim is to help children understand the nature of religion, beliefs and practices across the world and to help them realise that all individuals have moral and spiritual needs.

At Priory Park Infant school we follow the Agreed Syllabus for Religious Education for Cambridgeshire, which reflects on the multicultural society we live in. There is a balance between Christianity and the other faiths. We encourage celebrating faiths and beliefs of the children who attend our school.

To ensure children get the best experience and an interactive education, we take part in trips to the local church and have a variety of religious visual resources to stimulate the children's learning.

Parents/Carers have the right to withdraw their child/ren from Religious Educational studies. Should you wish to do so, please write to the Head teacher explaining your reasons for withdrawal.

Computing

We believe that in order for children to apply their knowledge of computing effectively, children should be taught new skills and given the opportunity to apply these across the curriculum. As such, links are made between computing and all other subjects in order to maximise opportunities to develop skills in meaningful contexts. Children will be developing skills across five broad themes; Technology in our lives, programming, handling data, multimedia and e-safety.

The School has computers and an interactive whiteboard in each class that allow children access to an extensive range of programs. These are used in both teacher-led and child-initiated activities.

The school has an Internet Acceptable Use Policy which children and adults are made aware of in order to ensure that your children use the internet safely and responsibly.

In addition to this, children have opportunities to use a range of technologies such as Beebots, cameras, microscopes, Learnpads and laptops which ensure children also have the chance to use touch screen technology.



Cookery

We have a purpose built children's kitchen in which small groups of children learn about cooking and the fun of preparing food. We welcome parents who can assist the children with these activities.

Personal, Social, Health Education and Citizenship

PSHE is concerned with ourselves, our relationships with others and the community in which we live. We follow the Cambridgeshire County Council scheme of work. The subject is studied separately but a lot of the work also relates to other areas of the curriculum.

Children develop their ability to:

- see things from other people's point of view
- recognise and deal with their emotions
- understand why rules are necessary.

We encourage children to take responsibility for their actions and to understand the reasoning behind decisions. We help them to develop their skills in PSHE through 'Big conversation'. This provides children across the school with opportunities to share their thoughts and ideas about specific topics. Their ideas are then used to make changes across the school as suggested by them.

We promote children's Personal, social and emotion skills through regular assemblies. We also have a regular 'Rainbow' assembly, where children's achievements in classes are celebrated with the whole school.

SEAL

Social, emotional and behavioural skills are vital to every aspect of children's lives, and enable them to be effective learners. At Priory we teach these skills using elements of the 'SEAL' programme - Social and Emotional Aspects of Learning. It includes assemblies and class lessons, helping children to understand and manage their own feelings, as well as thinking about the feelings of others.

These positive skills and attitudes are demonstrated by the staff in the teaching styles they use, and also in the way they relate to the children.



Drugs Education

We are part of the St. Neots Community Drugs Programme along with other primary and secondary schools in the area. The programme was devised alongside representatives from the local education authority, police and health services.

Children learn to:

- behave safely with medicines and other risky substances
- recognise positive and negative uses of medicines.
- alcohol and tobacco are discussed in Year 2.

Health Education

We are very proud of our awarded National status of "Health Promoting School." As a healthy school we continue to promote healthy lifestyle choices. This includes allowing the children free access to drinking water, taking part in the government free fruit scheme and working to increase the levels of exercise the children have. Lots of this learning is cross curricular and involves different outside agencies and national initiatives. We also highlight the area during Health Promoting Week once a year.



ECO CLUB

We have a group of children who work tirelessly to ensure our school is Eco-friendly. We have just achieved our Bronze award as an Eco-school.

Our Eco Club ensure that we are recycling efficiently, that we are saving energy where possible and that our school is ensuring we are litter free and protecting the environment.

The School Day

The school timetable is as shown below.

8.55 Doors open

9.00 Registration

10.30 Assembly

10.45 Morning break

12.10 - 1.15 Lunchtime

3.05 End of school day

Parents are encouraged to wait with their children in the playground until 8.55, when the class teacher opens the classroom doors.

At 3.05 parents wait in the playground to collect their children from the classroom doors.

If for any reason you are unable to meet your child or will be late, please phone the school office. The school will only allow the children to be collected by parents and other adults that we have been notified of in advance. Unless the school has been informed of a change to the person collecting the child, s/he will not be allowed to leave until confirmation is obtained.

Please note: we do not permit persons under the age of sixteen to collect children from our school.

Nurture and Family Work

We have a dedicated team of staff who lead nurture within our school. They hold breakfast clubs, break clubs and a number of 1:1 or small group sessions to support any child that may be experiencing trauma, mental health issues or emotional, social or physical difficulties within their lives.

The team work with families directly to implement a personalized range of support dependent on the needs of the child and family at that time.

We also have a sensory cabin and a range of activities to supplement this provision, for example, Play Therapy, Lego Therapy, Sensory Circuits.

We also appoint our own Family Worker to support the nurture provision. Our Family Worker meets with parents and families on a regular basis to support with a number of home/child/health issues including diet, behavior, family issues and parental conflict.

Child Protection

Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children.

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 staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent before a referral to Social Care is made. This will only be done where such discussion will not place the child at increased risk of significant harm.

In accordance with local Information Sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

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 designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Disability Discrimination Act Statement

The Equality Act 2010 replaces the DDA 2005.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past - meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

We are an inclusive school where all children are treated fairly and equally. We ensure that children with disabilities or with special educational needs are treated in every respect no less favourably than other children. Specialist training for staff is sought from appropriate agencies to heighten awareness, knowledge and skills to meet the specific needs of individual children.

Equal Opportunities

We aim to promote equal opportunities to all pupils regardless of gender, ethnicity, religion or ability. We achieve this through providing a broad and balanced curriculum that respects the views and achievements of all.

Special Educational Needs and Inclusion

At Priory Park Infant School we strive to provide inclusive education for **all** children including those with Special Educational Needs.

Quality First Teaching is the universal provision made for **all** children and young people. Where a pupil has SEN that requires additional or different support, targeted, evidence-based and time-limited interventions will be put into place to help close the gap in addition to High Quality Teaching.

Some children may need further special support which may include Specific personalised provision.

Where it is felt appropriate, we will work closely with parents to put One Page Profiles in place. These are outcome based with specific targets and actions and are reviewed regularly.

Where a pupil is identified as having SEN, the school takes action to remove barriers to learning and put effective special educational provision and support in place.

This SEN Support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

SENCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. At Priory Park Infant School we regularly have contact with a wide range of external agencies that are able to give more specialised advice.

Through our provision mapping and management process a clear focus on the impact of support provided enables us to monitor and track those children with SEN and implement the most effective provision

The Local Offer

The purpose of the Local Offer is to be accessible, transparent, up-to-date, empowering and act as a one-stop-shop about provision in the local area.

The aim is to make provision more responsive to individual needs by directly involving children and young people with SEN, parents, carers and providers. Cambridgeshire's Local Offer can be accessed on our website or via this link;

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer

For more information please visit the school's website to access the SEN Information Report.

Illness

Should your child become ill at school you will be contacted immediately. For this reason we ask you to ensure we have correct contact numbers.

We are able to deal with minor injuries. However if urgent medical attention is required and you cannot be contacted, a senior member of staff will act in loco parentis while the school continues to make every effort to contact you.

For safety reasons we request that medication for coughs, colds etc. are not brought into school. If dosages cannot be organised around school hours, we ask that you come into the school to administer medicines yourself.

Any inhalers etc. that may be needed during school hours should be labelled with the child's name and clear instructions for use given to the class teacher. This will need to remain in school at all times and you will therefore need a second inhaler to keep at home.

Infectious illnesses, such as German Measles, should be reported to the school.

Website

Our website is regularly updated to show learning as it is happening in class. It also provides a wealth of information, policies and plans, Friends of Priory Park (PTA) news and general information.

You can visit our website at

www.priorypark.org.uk

Facebook

The school has its own Facebook page where we regularly post news and updates

[www.facebook.com/pages/ Priory-Park-Infant-School](https://www.facebook.com/pages/Priory-Park-Infant-School)

School Dinners

We have our own school kitchen managed by Caterlink and all lunches are prepared and cooked daily on the premises. Caterlink provides nutritionally balanced menus, developed under the guidance of their Dietitian, which provide young people with appetising meals that contribute to their health and education. Caterlink has a procedure in place to ensure that the needs of children with religious preferences and medically diagnosed dietary restrictions are met. Their Dietitian will tailor the menu for children with certain conditions, such as coeliac disease, milk, nut or egg allergies (and others whenever possible). The meals are served and supervised by our kitchen and supervisory staff. Menus are displayed outside the main school entrance and on our school website under the School Information button.

Currently all children in our school are entitled to a free school lunch funded by the government. They are able to choose either a meat/fish or vegetarian meal which is served with vegetables or a salad. All options are followed by a choice of dessert, yogurt, cheese & biscuits or fresh fruit. The children can choose which option they would like each day and this forms part of their registration process each morning.

All lunches are cooked to order, so if your child is going to be late for school, please ring the office to ensure their lunch is booked.

Children are welcome to bring a packed lunch. In accordance with our Health Promoting School status, we do not allow children to have 'sweets' in their lunch boxes. For the safety of our children who have life threatening nut allergies, our school is a 'Nut Safe Zone' so **please do not bring nut or peanut products into school.**



Attendance

All schools are required by law to record and report all unauthorised absences. It is therefore important that you inform the school of the reasons for any absence your child may have. If your child arrives late for school (after 9.10am) they will be marked late on the register.

Under Section 444 of The Education Act 1996, "Parents of a child of compulsory school age are under a legal duty to ensure the regular attendance of their child at the school where they are registered as a pupil. Failure to fulfil this duty may result in the Local Education Authority prosecuting the parents."

Absence during term time can seriously disrupt the continuity of learning- not only do they miss the lessons whilst they are away, but have difficulty in 'catching up' and progressing with their peers after their return.

Term Time Holidays

Schools are required to implement Cambridgeshire County Council's policy on Leave Of Absence. All schools are to adopt a more restrictive practice towards requests for leave during term time. This is being done in order to improve levels of school attendance across the county.

Requests for leave of absence will only be approved in very *exceptional* circumstances. The following things will be taken into consideration:

A child's overall attendance record will be taken into account (even when illness has affected this)

The circumstances of the absence-the school policy is that term time annual holidays will not be authorised.

The Education (Pupil Registration)(England) Regulations 2006 previously allowed Head Teachers to grant leave of absence for the purpose of a family holiday during term time in 'special circumstances' of up to ten school days per year. The amendments put in place to these regulations on 1st September 2013 make clear that Head Teachers are no longer allowed to grant leave of absence for holidays during term time -and may only grant leave for exceptional circumstances.

If you do require leave during term time, all requests should be made in writing and sent to the Head Teacher. Each case will be considered on an individual basis. Please contact the office if you are unsure about the protocols for this.

School Term Dates

The dates for the school year are available on the website and in the monthly newsletters.

School Trips

School trips form a very important part of the topic work in school. Trips may form an introduction to, or a follow up, from a topic. They provide an invaluable first-hand experience.

Examples of recent trips include Hammerton Zoo, Standalone Farm, Paxton Pits Education Centre, We also visit areas of local interest including the library, churches and museum.

The safety of the children is paramount and each trip or visit has a thorough risk assessment performed prior to going.

Jewellery

Jewellery may not be worn in school unless it is for religious reasons. This approach conforms to Cambridgeshire County Council Policy. Studs may be worn in ears but **must be removed** during P.E. Sessions. If the child is not able to remove the studs independently, they must be removed by the parent or carer before school, on PE days.

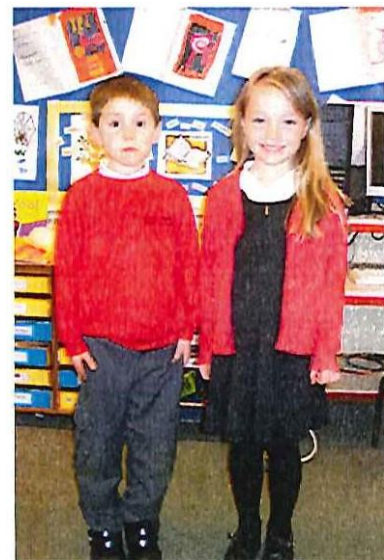
Uniform

The school has a uniform of:

Girls: Red jumper, cardigan or sweatshirt.
Grey skirt or pinafore.
Summer- redgingham dress.

Boys: Red jumper, cardigan or sweatshirt.
Grey trousers.
White shirt
Summer-white T-shirt and shorts.

PE: T-shirt, shorts & plimsoles or Velcro trainers



Please clearly mark all school wear with your child's full name to help identify lost items.
The school has a fundraising account with My Nametags printed name labels.
Up to 20% per order is returned to the school fundraising account
Please go to www.mynametags.com and quote our school id code: 19337 School

uniform with our embroidered logo can be ordered from:

- **My Clothing** www.myclothing.com
- **Your School Uniform** www.yourschooluniform.com

Extra-Curricular Activities

Recorder Classes

Our Year 2 children are given the opportunity to learn to play the recorder. This group meets weekly during school lunchtime. There is no charge for these sessions.



Sing up

Sing Up is a national initiative to encourage singing in schools. We started our first Sing Up group in 2009 and it has been very popular with the children each year since. We are very proud to have achieved our Gold award and as part of this the children are encouraged to independently lead singing in groups during play and lunch times.

We also have a KS1 choir which rehearse at lunchtimes and perform regularly to parents and at the Summer Fair.



Other Clubs

We work hard to secure a range of clubs for children and adults.

Activities available can include: Football, Tennis, Multi Skills, Cheer Leading, Musical Theatre, and Martial Arts.
Please ask at the office for details.

Our school hall is available to hire for private functions too.
Please enquire at the office if you are interested in hiring.



Behaviour and Discipline and Restorative Approaches in School

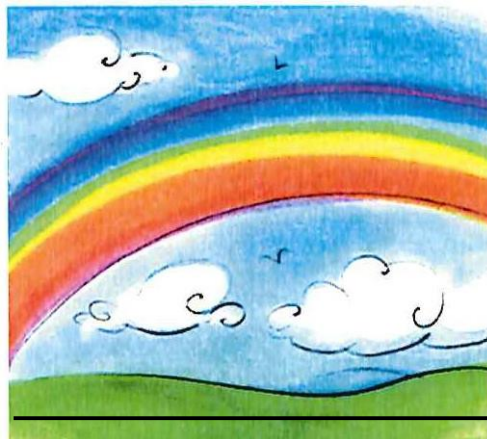
At Priory Park Infant School, our aim is to provide a safe, secure and happy environment for all children at the school. Children are encouraged to take responsibility for their own actions.

We achieve this by emphasising the positive aspects of good behaviour and encouraging the children to take responsibility for their own actions. We encourage the children to demonstrate kindness, understanding, respect and honesty.

We have developed a system called Restorative Approaches in School (RAiS). This concept has been adopted by the majority of schools in the St Neots area and involves Children taking a meaningful approach to resolving conflict.

The restorative approach is to challenge those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed by the inappropriate behaviours. In any incident of inappropriate behaviour we need to establish the facts. Restorative questioning allows those involved to 'tell their story, from their perspective and to be listened to in a way which assures no pre-judgement. Restorative language then builds on 'affect' and feeling by asking 'Who has been affected by what has happened and in what way?' This helps to develop self-awareness and awareness of the feelings of others.

We have two trained adult facilitators and ten children who are trained as Peer Mediators in order to carry out restorative processes in school.



In school, children have the opportunity to earn a place on the class rainbow. For a variety of reasons e.g. kindness, resilience, empathy, hard work, persistence etc. ... This leads to them earning a 'rainbow recognition token' which is celebrated in assembly and placed on the gold clouds as part of 'Priory's Little Treasures' in the hall.

Charging and Remissions Policy

There are occasions throughout the year during when we request additional money from parents. These occasions include trips, visits, cooking ingredients and visiting theatre companies.

It is the policy for this school to ask for voluntary contributions to cover the cost of these activities. However, without adequate financial contributions, activities and trips may not be able to take place. Opportunities to pay by instalments are available.

The Governing Body

The Governing Body plays an important part in life at Priory Park Infants, meeting regularly to help manage the strategic development of the school. The body consists of school parents, staff and other local community members and it often calls upon the expertise of our school community. Governors help to ensure that the time that each child spends at our school will provide a quality start to their education, learning and development. The Governors vision is to ensure that all children leave the school with the skills, knowledge and enthusiasm to pursue learning for the rest of their lives.

Priory Infants & Playgroup PTA (PIPP)

Priory Infants & Playgroup PTA is an organisation which has become an integral part of the school community. PIPP have raised thousands of pounds which have been spent on equipment and resources to enhance our children's experiences.

PIPP are about much, much more than just fundraising. They develop close links between home and school and serve to bring staff, parents and friends together for the good of our school, children and community.

All parents can get involved if they want to, even if they only have a small amount of time available, and all parents are automatically members of the Friends of Priory Park Infant School when their children join our school.

With your help PIPP can continue to work together with us to raise funds and have some fun!

For more information see PIPP pages on the school website. [PIPP](#)

