

Meldreth Primary School 2017-18

"Learning together for life"

Dear Parents,

I am delighted to offer you a warm welcome to Meldreth Primary School and to thank you for considering our school for your child. I hope that our prospectus will help you to decide that the caring and stimulating environment at our school is one in which your child will be happy and thrive. Choosing the 'right' school is one of the most important decisions that you will make for your child. Please feel welcome to make an appointment for a visit if you wish to see and learn more about the school.

We pride ourselves in providing a caring friendly environment where it is possible to know all our children and their families. We believe that every child is different, yet equally important and valued. This ethos is almost tangible and can be felt as soon as you walk into the beautiful school building and our classrooms. We aim to give the highest priority to academic excellence through a broad based, balanced and exciting creative curriculum. We aim to nurture happy confident children with enquiring minds who learn to succeed and to contribute to their class, their school environment and the wider community. We hope that every child will want to be at Meldreth Primary School every day and we will promise to work hard with you to ensure this is achieved.

Meldreth is a school that truly values children as individuals. We have high expectations for all children in our care. At our school, children come first. Commitment is given to a well-planned, high-quality education for every child. Our aim is, for all our children, to develop the skills, knowledge and understanding that they need to prepare them for the opportunities and challenges that lie ahead of them, as well as develop their individual capabilities and a real enthusiasm for learning. Working as a team, we work hard to ensure every child is able to take their rightful place in the community, both at a local and global level, and to recognise their full potential in a diverse and swiftly changing world.

At our school we offer support and guidance to parents at many levels and we receive truly amazing generosity and support in return. You as parents are the first and most important natural teachers to your child and we aim to encourage and nurture that important link for the good of all children.

The pupils, staff, governors and parents are all extremely proud of our school and I feel privileged to be involved with such an amazing, dedicated, dynamic and enthusiastic teaching and support team of the very highest calibre. Together we make our school a safe happy caring environment where every child is valued and listened to and where together we strive to realise our hopes and expectations for all children.

Sasha Howard - Head teacher



Organisation

Our school is situated in the centre of Meldreth village, on an attractive site set back from the High Street.
Children spend seven years at Meldreth Primary School. There are six classrooms; two in the original 1910 building and four more built since the 1960s. In April 2010, Meldreth Primary School was one hundred years old!
We are a community school which caters for children from ages 4 to 11 years. We currently have 168 pupils on roll.
Our arrangements for grouping children are as follows:



Age	Class	Curriculum
4 - 5 years	**Early Years – Robin class**	Foundation Stage
5 - 6 years	**Y1-Jay class**	Key Stage 1
6 - 7 years	**Y2- Kingfisher class**	
7 - 8 years	**Y3 -Swallow class**	Key Stage 2
8 - 9 years	**Y4-Swallow or Chaffinch**	
9 - 10 years	**Y5-Chaffinch or Woodpecker**	
10 - 11 years	**Y6-Woodpecker class**	

Joining the school

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

In the term prior to their entry, pupils are invited into school for visits. This will help them become familiar with the surroundings and routines of school. During this period, there will be meetings for parents to discuss our partnership with you and talk about any concerns you might have.

The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. Good parenting and high quality early learning ***together*** provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



At Meldreth Primary School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, class teachers run workshops about the curriculum and how parents can help their child at home.

To apply for a place at our school, please telephone Admissions on 0345 045 1370 or email: admissions@cambridgeshire.gov.uk. You can also make your application online at www.cambridgeshire.gov.uk/admissions

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has any difficulty settling.



MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school. The large majority of children go on to Melbourn Village College, a mixed academy in Melbourn. We have strong links with the academy through the curriculum and community events. Year 6 pupils make several visits to the academy during their final years at our school as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.

Our Curriculum

The School curriculum comprises all learning and other experiences that we plan for our pupils. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full. Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, pupils are helped to:

- **Gain a joy and commitment to learning that will last a lifetime.**
- **Develop the essential literacy and numeracy skills they need to learn.**
- **Develop the attitudes, understanding and skills to become successful, independent learners.**
- **Foster their creativity.**
- **Develop lively, enquiring minds.**
- **Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions.**
- **Develop appreciation and concern for the environment.**
- **Work co-operatively with others.**
- **Work toward achieving their potential**

Our curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum and other government guidance. We have a strong commitment to outdoor learning and environmentally based work. Through their investigations of the environment, children acquire first-hand knowledge and develop skills across the curriculum. The core and foundation subjects of the National Curriculum, along with cross-curricular themes such as environmental and economic awareness, are thus integrated into a coherent whole. More information on our curriculum can be found on our website at www.meldreth.cambs.sch.uk



Inclusion and Equality

EQUALITY

At Meldreth Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers and refugees
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.





SAFEGUARDING

Meldreth Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Our staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

As a school we:

• Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.

• Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.

• Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.

• Support children in accordance with his/her child protection plan.

• Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

BEHAVIOUR

At Meldreth Primary School we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our Children's Charter:

- Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- Every child in our school is valued. Mistreatment of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school; therefore, we do not accept discrimination in any form.
- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly if it ever occurs.
- All children should respect school property and the property of others.



Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy which is available via the school's website.

CATERING FOR THE NEEDS OF ALL CHILDREN

At Meldreth Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome these. This practice of personalising learning applies to all pupils across the learning spectrum and for academically more able pupils this means provision of weekly challenges as well as opportunities to attend events to develop their particular talents.

Children succeed highly at our school in many aspects. Excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave Meldreth Primary School highly literate and numerate. Our End of Key Stage 2 SAT results are consistently above national and Cambridgeshire averages, with a high proportion of children achieving at the higher levels. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and the children are encouraged to be independent thinkers and learners and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres Cambridgeshire's Local Offer. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.





Other information

SCHOOL UNIFORM

We have a smart but simple uniform that we encourage all pupils to wear. This is a **dark green sweatshirt, a dark green or white polo shirt or white blouse** and **grey or black trousers or skirt**. School uniform, including sweatshirts, fleeces, polo shirts and PE t-shirts are sold at cost and can be purchased from School Wear for Less on www.schoolwearforless.com, Tel: 0845 6007377.

Sun hats and beanies are also available, as are book bags and PE bags. Children are asked to wear dark socks and sensible black shoes - not trainers please.
All items of uniform should be clearly named. Jewellery, other than watches, is not permitted and studs or sleepers only are to be worn in pierced ears, (to be removed for PE.)

PE & GAMES KIT

It is important for pupils to wear the correct clothing for physical activities. For gymnastics indoors children require a **white t-shirt and navy shorts**. For games activities outside, children need a white t-shirt, navy shorts and trainers. Track suits, preferably navy or fleeces may be worn for games during winter months. All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair must be tied back.



HEALTHY EATING

We are an accredited National Healthy School and are committed to promoting and monitoring healthy food at break and lunch times. You may like your child to have a mid-morning snack. We welcome fruit and vegetables, and would ask you not to send your child with chocolate, crisps or sweets of any kind.
Children in our first three youngest classes are provided with fruit every day as part of the National Fruit Scheme.

SCHOOL MEALS

Children may book a school dinner, bring a packed lunch or go home at lunchtime. Good quality school meals are cooked on the premises and always include a vegetarian option. If your child has any specific dietary requirement, please contact the school
If you think your child is eligible for free school meals, please collect a form from the school office or download one from our website.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home each day to rinse and refill.



PARENT VOLUNTEERS

We welcome parents to work alongside the staff in school and such involvement is invaluable for all concerned. There is an open invitation for parents to let us know when and how they can help.

All volunteers working in school are required to have an enhanced Disclosure & Barring Service check (formerly Criminal Records Bureau or CRB.)

ATTENDANCE

Regular attendance is central to raising standards in education and to ensuring all pupils can fulfil their potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well in both primary and secondary school. The Government issued new guidance on attendance in September 2014, including the taking of family holidays during term time. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the head teacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our website.

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. This absence constitutes an authorised absence.

RETURNING TO SCHOOL AFTER ILLNESS

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities, including games and playtime. Injury and asthma are of course exceptions. If in doubt, the school is happy to advise.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency.

MEDICINES

There may be times when children attending school need to take medication. If medicine is prescribed arrangements can only be made for administration in school if the dosage is x4 daily. These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the pupil's name, dosage and date. Parents will be asked to complete a written request for the school to administer medication. Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.



Essential information

Address: High Street, Meldreth, Near Royston, Herts , SG8 6LA

Telephone: 01763 260432

Email: office@meldreth.cambs.sch.uk

Website: www.meldreth.cambs.sch.uk

Local Authority: Meldreth Primary School is a Cambridgeshire County Council, co-educational, Primary School.

Details of the County Council's provision for primary education can be obtained from:
Cambridgeshire County Council, Castle Court, Shire Hall, Castle Hill, Cambridge CB23 OAP

Head teacher: Mrs Sasha Howard

Chair of Governors: Mrs Emma Tidby

Number on school role: 171 (September 2017)

School hours: Morning: 8:40 – 12.00am
Afternoon: 1.00 – 15:00 Early Years & Key Stage 1
1.00 – 15:10 Key Stage 2

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Head teacher. If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the Local Authority. The procedure to register a complaint is available from the school office.


Dagger
Dagger
Dagger

Meldreth Primary School Key Stage 1 Results 2016

This table shows the percentage of eligible children at Meldreth Primary School achieving the expected standard, compared to national end of Key Stage 1 teacher assessment levels. Information in brackets represents 2016 provisional national data. Figures may not total 100 per cent because of rounding.

Teacher assessments results: percentage of pupils achieving the expected standard		
	Working at the expected standard	**Working at 'greater depth' within the expected standard**
English: reading	73% (National 74%)	27% (National 24%)
English: writing	64% (National 66%)	18% (National 13%)
Maths	68% (National 73%)	18% (National 18%)
Combined	9% (National 9%)	

Meldreth Primary School Key Stage 2 Results 2016

Teacher assessments results: percentage of pupils achieving the expected standard			
	Working towards expected standard	**Working at expected standard**	**Working at greater depth within expected standard**
English: writing	9%	30%	61%

	Working at expected standard
English: reading	96%
Maths	96%
Science	96%

Tests results: percentage of pupils achieving the expected standard			
	Working at or above the expected standard	**Working at 'greater depth' within the expected standard**	**Children who were disapplied or absent**
English: reading	70% (National 66%)	13% (National 19%)	0
English: grammar, punctuation and spelling	91% (National 74%)	61% (National 15%)	0
Maths	100% (National 70%)	52% (National 17%)	0
All subjects Combined	70% (National 53%)		

This table shows the percentage of eligible children at Meldreth Primary School achieving the expected standard, compared to national end of Key Stage 2 test and teacher assessment levels. Information in brackets represents 2016 provisional national data. Figures may not total 100 per cent because of rounding

