



PROSPECTUS

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Dear Parents and Carers

Thank you for taking time to look at our prospectus. Choosing the right school for your child is a crucial decision. I hope that this prospectus gives some flavour of our values and aims, and of the life of the school. Do, please, arrange to visit the school: we can promise you a warm welcome. Such a visit will help to complete the picture of what life at Wheatfields Primary School will be like for your child.

We have high standards and expectations which are set by our experienced, caring and highly effective staff. We expect children to be polite, work hard and take pride both in themselves and in their school's good reputation. We constantly strive for the highest levels of achievement for our children. We are proud that Government inspectors praised Wheatfields as "a good, effective and inclusive school where everyone matters, especially the pupils" (Ofsted Report November 2007). At the same time, Wheatfields prides itself on providing a caring and supportive environment. All the staff work very hard to ensure that every child feels welcome and happy in our school, so that they can enjoy learning. We place great emphasis on establishing positive relationships, and setting a climate which promotes concern and respect for others and values each individual. Again, Ofsted inspectors recognised these strengths. "Teachers at this school care well for pupils because they know them individually. Pupils' ideas and thoughts are taken seriously," they said.

I do hope that we will come to know each other well over these next very important years, as we work together to educate your children. Parents are very important to us at Wheatfields. We hope that you accept our invitation to you, as parents, to become as interested and actively involved in the daily life and work of the school as possible. Wheatfields staff aim to work in close partnership with the school's parents, governors and the wider community to prepare pupils for the opportunities, responsibilities and experiences they will encounter in adult life. This is truly a school where every individual is valued and each child is helped to achieve his or her full potential.

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

Yours sincerely

Christopher Marshall
Headteacher

WHEATFIELDS PRIMARY SCHOOL

Wheatfields Primary School was opened in September 2006, when the previous Infant and Junior Schools amalgamated. It is set within the Burleigh Hill Estate to the north of St. Ives. It caters for children from the age of 4 (Reception) to age 11 (Yr 6). It is a large site and provides outstanding facilities for all of our children throughout their primary education.

School Accommodation

The school is of a semi-open plan design. In 2008/9 there will be 14 classes, 6 in Foundation and Key Stage 1 and 8 in Key Stage 2. There are two halls which provide space for assemblies and PE. School meals are prepared on the site and served in the Dining Area for Key Stage 2 children and in the Key Stage 1 School Hall for the younger children.

The school is fully networked with Broadband connection. There is an IT suite in each Key Stage and the children also have access to computers in each classroom.

A brand new Reference Library is currently being developed to meet the needs of the Primary School.

In addition to the permanent buildings, we have five mobile classrooms on the site providing temporary accommodation, one of which houses the Burleigh Hill Pre-School and another, the Wheatfields Kid's Club. Wheatfields Nursery is also housed in a mobile building. So, too, is the St Ives Children's Centre, which will be of particular interest to you if you have children below school age.

There are play areas at the rear of the buildings, which are marked out for P.E. and Games activities, and when the weather is fine games and play facilities are extended by the use of the school field.

Admission Arrangements for 2009-10

Wheatfields Primary School is a Foundation School, maintained by Cambridgeshire County Council. This means that the Governing Body is the admission authority, responsible for setting and applying the admissions policy for the School. All decisions regarding the admission of children into the School are made by a sub-committee of the Governing Body.

The School primarily serves a catchment area comprising that part of St. Ives to the north of St. Audrey's Lane and east of Ramsey Road from its junction with the A1123, except the area to the north bounded by Ramsey Road, Albemarle Road, the footpath leading to Burleigh Centre and Marley Road. However, applications are welcome from all parents, regardless of where they live.

The School caters for children aged 4 to 11 (Reception up to Year 6). At the age of 11, children transfer to secondary school. Although there is no guarantee of a place, children living in the catchment area and/or attending Wheatfields Primary are given priority for admission to St. Ivo School.

How to Apply

The application process for admissions into Reception (initial year of entry) is co-ordinated by Cambridgeshire Children's Services Authority (CSA), which acts on behalf of the governing body to offer places at the School. Parents should submit a Common Application Form, available from their child's primary school or from the CSA Admissions Team, no later than 5th December 2008. Offer letters will be issued by the CSA on 21st April 2009. Late applications (those submitted between 6th December 2008 and the end of the first week of the autumn term) will also be handled by the Admissions Team.

To apply for a place after the start of term or for any other year group, please contact the School for an application form. Most applications can be responded to, in writing, within 10 school days. If the School is unable to offer a place, you should contact the CSA Admissions Team for advice.

Contacts:

School Office: 01480 466919 or office@wheatfields.cambs.sch.uk

CSA Admissions Team: 01223 717916 / 718472 or admissions@cambridgeshire.gov.uk

Parents wishing to visit the School before submitting an application are welcome to do so, though it may not always be possible to organise this at short notice. Please note that visits are not interviews and do not affect any decision regarding the availability of a place. Please contact the school to make arrangements. All parents are advised to read the CSA booklet for parents on primary admissions before submitting an application.

How places are offered

For admission into Reception in September 2009, the CSA, on behalf of the Governing Body, will offer places to 60 children. This is the Published Admission Number (PAN) for that year group. In the event that more than 60 applications are received, the oversubscription criteria will be applied to determine priority for places. Both preferences are treated equally, regardless of whether they are first or second preferences.

Oversubscription Criteria

Where applications exceed the PAN, places will be allocated in order to:

1. Children who are Looked After, have a statement of special educational need which names the school or for whom this is the only school that can meet their long-term medical needs¹;
2. Children living in the catchment area² with a sibling³ at the school at the time of admission;
3. Children living in the catchment area;
4. Children living outside the catchment area who have a sibling at the school at the time of admission;
5. Children living outside the catchment area, but nearest the school according to the shortest straight line distance.

In cases of equal merit, priority will go to children living nearest the school according to the shortest straight line distance.

¹ Confirmation of such needs will be sought from the CSA's Student Assessment Service or the Consultant Community Paediatrician.

² A map and/or further information is available from the school office.

³ A sibling is defined as another child of compulsory school age living in the same family home.

Reserve Lists

When an application is refused, the child's details are automatically placed on a reserve list for the year group, ranked according to the oversubscription criteria. As part of the co-ordinated scheme for primary admissions, the CSA Admissions Team holds the initial reserve list on behalf of the governing body until the end of the first week of the autumn term in the initial year of intake. Where mid-phase applications are received, children's details will be held on the reserve list for a period of one term following the term for which the place was refused.

Parents will be contacted immediately if a place becomes available for their child, but should be aware that their child's place on a reserve list may change if an application is subsequently received that meets a higher criterion than their own.

Appeals

The parents of any child who is refused a place at Wheatfields Primary School have a right of appeal to an independent Appeal Panel. The panel consists of three people who are independent of the school's Governing Body and the Local Education Authority. The panel will consider the circumstances of the case put before them and the Governing Body and parents must abide by the decision it makes.

Appeals for Wheatfields Primary School are currently arranged by the Chair of Governors. Further information and appeal forms are available from the Admissions Team or the school office.

Definitions

For the purposes of admission to Wheatfields, the Governing Body has adopted the CSA's definitions of parent, sibling and home address. Details of these can be found towards the back of the CSA's admissions booklet for parents.

The Governing Body of Wheatfields Primary School

Wheatfields Primary School is a Foundation school.

Name:	Type of Governor
Chair of Governors:	
Cllr. Maureen Clarke	Local Authority Governor

Mr Phil Carpenter	Community
Mr John Vickery	Community
Mr Phil Franklin	Foundation
Mr Duncan Woodall	Foundation
Mrs Louise Quincy	Parent
Mrs Michelle Short	Parent
Mr Steve Everett	Parent
Mrs Sue Smith	Parent
Mr Howard Thackray	Parent
Mrs Anthea Harris	Staff
Mrs Di Turner	Staff
Dr Chris Marshall	Headteacher
Mrs Anne Howell	Staff (Advisory)
Mrs Helen Shevlin	Staff (Advisory)

Clerk to the Governors: Mrs Kathy Mann

Management Organisation and Administration

The School is divided into seven separate year group units. Children are taught in mixed ability groups by their class teacher in all year groups. In Numeracy, children are grouped by ability from Year 1 onwards. Children are also grouped by ability in Year 6 for Literacy.

Work across the school and between phases is co-ordinated by the subject co-ordinators. Special Needs support is co-ordinated by the school's Special Needs Co-ordinators who liaise with parents, teachers, teaching assistants and outside agencies, to ensure that any children who have individual needs are catered for. Similarly, we recognise that gifted or talented children will require extension activities designed to meet their needs. We have a Gifted & Talented Coordinator (Mrs Helen Tudor).

The school resources necessary to support the curriculum are co-ordinated by the Year Group Team, assisted by the Administrative Team.

Wheatfields Kids Club

A pre school and after school Kids Club is situated on the site for children between 5 - 11 years of age. This is run by an independent voluntary committee. The club is open for one hour before school starts and until 6.00pm in the evening. It is also open from 7.30am to 6.00 pm throughout the school holiday periods and on teacher training days. Parents interested in making use of the facility should register their children with the Kid's Club staff.

The Kid's Club booklet can be obtained from the School Reception. You can phone the Kid's Club on 01480 497783 or 07908 386 827 (mobile).

Burleigh Hill Pre-School

The Burleigh Hill Pre-School is also based on our site. Information about admissions to the playgroup can be obtained from the Pre-School leader. You can contact the pre-school on 01480 498600.

Wheatfields Nursery

Also based on the school site, Wheatfields Nursery is open from Monday to Friday in term time. Telephone number 01480 494960 for information and admissions.

Sure Start Children's Centre

In April 2008 a Children's Centre opened on the school site. The Centre offers a range of services and information for children aged 0-5 years and their families.

Lettings Policy

Lettings of the School premises (hall, classes, dining room or playing fields) are accepted in accordance with the School's Terms and Conditions. Our policy is available from the school office on request. Governors are currently reviewing the policy following the completion of work on the new Key Stage 2 Hall.

Parents at Wheatfields

Parents at Wheatfields (PAWS) is organised by a committee of parents and staff of the school and helps to foster closer links between home and school. It is a very active group and continues to provide an extensive programme of social, educational and fund-raising events each year. We do hope that we can count on your support – all parents are automatically members of the Association. Regular School Association newsletters are circulated through the school and all parents are welcome at the meetings. The school and children have benefited greatly from the funds raised by the School Association. Recent projects have included raising funds for the refurbishment of the library and for drainage of the school field.

CURRICULUM

Starting School

We appreciate that some children may be apprehensive about starting school. To help with this we liaise closely with our pre-school providers and organise a series of visits to school in the summer term so that the children can meet their class teacher and any other supporting adults.

To ensure a gentle introduction to school we operate a staggered entry system. The children will join their class in small groups and be given plenty of time to settle.

We must ensure that the individual needs of each child are met and therefore have to be flexible. If this is not appropriate for any child, we look at the:

- Emotional maturity – the readiness to operate independently of the home for a substantial part of the school day.
- Social maturity – the readiness to form relationships with other children.
- Specific individual circumstances that directly affect the child.

Full discussion takes place with the parents if it is felt appropriate for a child's entry to school to be more gradually phased.

Detail of your child's starting school date will be given separately.

Preparation for school

Please do consider:

- Can your child dress themselves?
- Can they put on their shoes and socks?
- Can they use a knife and fork?
- Can they take themselves to the toilet and wash their hands?

What We Teach

We aim to deliver a balanced curriculum, which not only provides essential knowledge and skills, but also promotes important spiritual, moral, social and cultural beliefs. Our goal is to prepare all pupils to be well-balanced citizens who live in an ever changing and demanding world.

We teach the basic skills of English, Mathematics and Science as separate subjects. Both the Literacy and Numeracy Strategies have been fully implemented. In addition, the following subjects are also taught: I.C.T., Design & Technology, History, Geography, Art, Music, P.S.H.E, P.E. and R.E.

Each curriculum area has a policy, which outlines the implementation in our school. There is also an accompanying scheme of work, which outlines the precise content to be taught throughout each year in the school. Members of staff take responsibility for organising and overseeing the work of each subject area. A copy of the National Curriculum for primary schools is also available for any parents who may wish to see it.

The Foundation Profile

This is a statutory requirement at the Foundation Stage of learning (i.e. the Reception year).

Throughout the year the children will be assessed regularly and detailed records kept about their progress.

As parents you may be asked to contribute to this profile at parent consultations.

The completed profile will make up your end of year report, and will help the Year 1 teachers to plan the programme of work to suit the needs of your child.

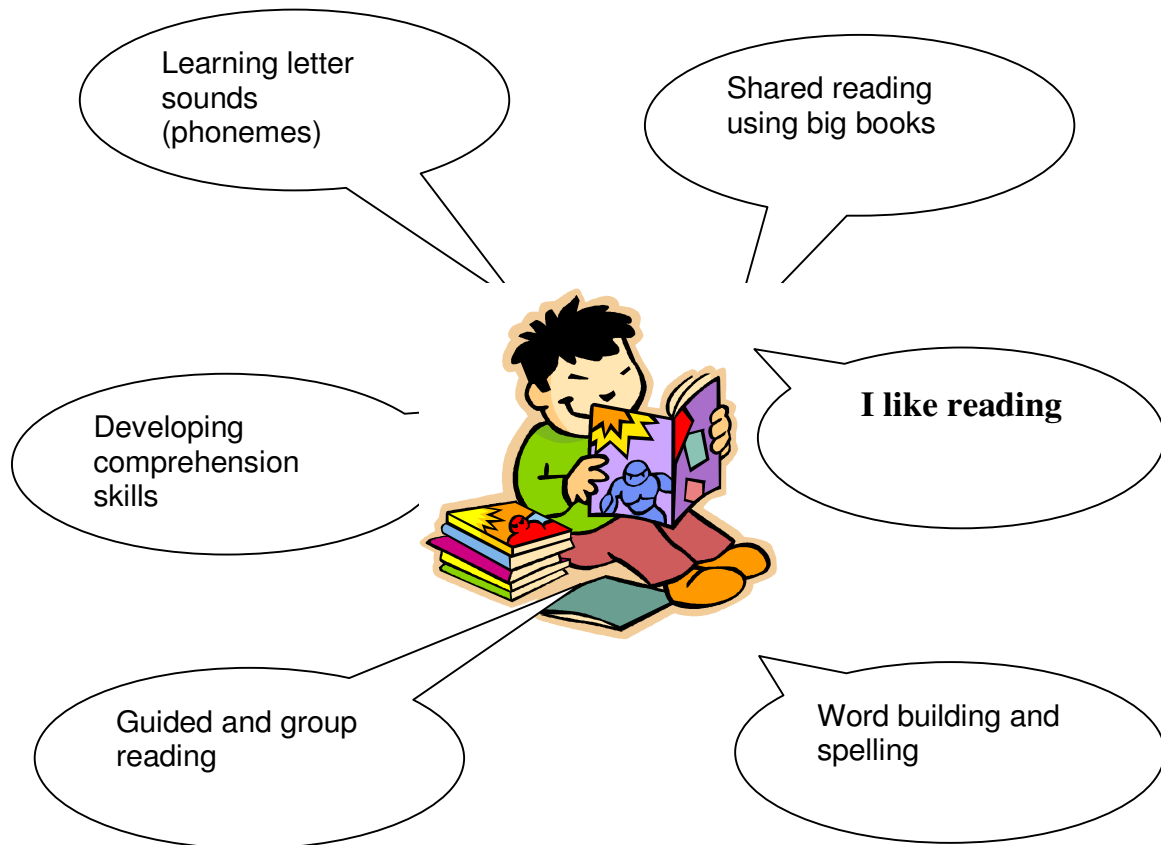
They will also provide valuable information which the school can use to measure the effectiveness of its teaching as the children move through the school.

Reading at Wheatfields Primary School

Reading is very important at Wheatfields. Children will be practising their reading skills every day.

Reading at Key Stage 1

In the first instance children will bring home picture books. These are to be shared, discussing the pictures, what is happening and what might happen. They will help to develop speaking and listening skills and develop comprehension skills. When your child is ready they will start to take home simple reading books from our Harvest Train. Children choose their own books from a given colour band. Your child may change their books every day.



There is also a reading homework book where you can write down any comments. Please sign the book when you hear your child read. We do check the reading record regularly and value your contributions.

Reading at Key Stage 2

At Key Stage 2 children develop their reading through work during the Literacy Hour and through separate guided reading sessions in small groups. Some children will be listened to individually on a regular basis. We encourage reading of all types – non-fiction, fiction, poetry, plays, magazines and newspapers.

The children will be given the opportunity to choose a book from a colour band or free choice once they are independent readers. They are also welcome to bring in books from home.

We recommend that children read at home at least three times a week and ideally for a few minutes every day. Listening to your child read regularly is really important in helping them to practice and progress, even once they are older. We also encourage you to talk about their reading and we provide a list of questions with ideas for discussion at the start of the year. There is a reading record for you to sign when you hear your child read in years 3 and 4. In years 5 and 6 we ask you to provide a signature and/or comment in the homework diary each week.

Lost or damaged books

We regret that a charge of £3.00 will be requested if a book is lost or damaged.

Reporting and Recording

The performance of each child is continually assessed and we are anxious to actively involve parents and children in this process. To that end parents are asked to contribute to the personal record books (smiley face books) kept by the children in Reception - Year 4 and the homework planners used in Years 5 & 6. Parents are also encouraged to add a comment to the Annual Report which children contribute to, and which parents get a copy of, at the end of the school year in July.

Parent Evenings

Opportunities are provided during the Autumn, Spring and Summer Term for parents to visit the school and meet with their child's class teacher. Please note, however, that you are welcome to come into school and discuss your child whenever you wish to do so. A note or telephone call beforehand will ensure that an appointment is made for you but do not stay away for the lack of an appointment, especially when something is URGENT. The Headteacher, and the two Deputy Headteachers, try to ensure that at least one of them is available at the beginning and end of each school day.

Homework

All children are expected to do homework. The amount given increases as the child progress through the school and is designed to match the capabilities of the individual. Broadly speaking, we would expect homework tasks in Key Stage 1 to take, on average, a total of about 1 hour a week. At Key Stage 2 the demands will gradually increase so that by Years 5 and 6 children are spending about 30 minutes a day (two and a half hours a week) on homework.

We ask parents to support us in seeing that homework tasks are carried out conscientiously and in the best possible conditions. The homework set may be to complete or consolidate class work, to provide opportunities for the children to lead their own lines of investigating, reading, revising or preparation for a following lesson.

Some parents feel there is little they can do to help with homework, but in fact there are many ways in which you can help your child:

- through encouragement and support
- by talking through what task has been set
- by listening to your child read and talking about the story you have shared
- by asking your child to explain what they have been learning at school

These are all ways of helping your child appreciate and to look afresh at their learning.

Secondary Transfer

During your child's last year at Wheatfields you will receive full details about secondary transfer procedures. Most of our children transfer to the St. Ivo School, which is situated on the edge of the town.

School Visits and Journeys

Educational visits to local places of interest, longer journeys and field study weeks play a vital part in the programme we offer. Throughout Key Stage 1, the children will have opportunities to participate in day trips organised to enhance and support the curriculum.

In Key Stage 2 we provide opportunities for children to participate in a range of residential trips. This year's trips were:-

Year 3 3 day visit to Kingswood, North Norfolk

Year 4 5 day visit to York and Scarborough

Year 6 5 days' stay in Ironbridge Gorge – linked to History study

Since most of the trips we organise are self supporting, we require your full co-operation if we are to continue to make them available to the children. Without contributions from parents, the school visits programme would not be financially viable.

All year groups incorporate a programme of day visits to enhance the curriculum. In order to make these visits financially workable parents are asked for voluntary contributions to help meet costs. In the event of insufficient contributions being received it may be necessary to cancel individual trips. Families in receipt of income support or family credit or in financial difficulty may seek support with payment by contacting the Headteacher.

Extra Curricular Activities

A wide range of extra curricular activities are now available to our pupils throughout the year and we see them as an important part of the education we offer. They provide us with an opportunity to further explore the many exciting potentials that all children have and to enhance the overall performance of the individual children who take part. You will be notified of the clubs available for your child to attend in September. There will be a fixed charge for most school clubs of £2.00 per week. This money will be used to provide additional equipment and facilities, or to pay for tutors to run the clubs. Externally run clubs may charge different fees.

Accessibility

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

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available to the school office) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will need to make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating full in school life.

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

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

Special Educational Needs

We aim to try to ensure that the curriculum is relevant to the needs of all the children and that the progress of each individual is carefully monitored. When it becomes apparent that the child has special needs, parents are consulted and appropriate internal provision is made available. We are fortunate in having a wide range of resources and expertise at our disposal. However, if the difficulties appear to be so complex and acute that they cannot be met within the school, parents and outside agencies are consulted and special education is made available through the local education authority.

Sex and Relationship Education

Year 5 pupils undertake a major body study which addresses a wide range of human, biological, sexual and moral issues as part of the science and P.S.H.E. Schemes of Work. It is the policy of the school to approach these and other sensitive areas of the curriculum with sensitivity and honesty at all times and to deal with issues related to these areas which concern the children as and when they occur. As with all aspects of school parents are always welcome to discuss any concerns they may have with the staff.

Our curriculum plans are available at the school on request and we are happy to discuss them and make the resources that we use available for parents to view.

Religious Education and Collective Worship

All children are involved in an assembly each day. As a school we are keen to involve all the children in a shared experience. Assemblies are an important time for sharing and reflecting on experiences.

The teaching content of religious education follows the Cambridgeshire Local Education Authority agreed syllabus and the requirements of the 1988 Education Reform Act. It is presented in a way that enables the children to be make meaningful decisions about their personal religious faith and those of others when they are mature enough to exercise the necessary judgements to do so for themselves. Parents may request in writing that their child be excused from Religious Education teaching and acts of collective worship. Alternative provision will be made for such children.

KS1 COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2007) and nationally (2006) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 67

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	3	27	50				17	0	0
	Girls	5	14	57				19	0	0
	Whole School	4	19	54				18	0	0
	National	2	11	65				22	0	0
Reading	Boys	3	20		13	10	23	27	0	0
	Girls	5	5		16	22	16	30	0	0
	Whole School	4	12		15	16	19	28	0	0
	National	3	12		13	23	23	26	0	0
Writing	Boys	13	23		20	17	10	13	0	0
	Girls	8	5		24	27	19	11	0	0
	Whole School	10	13		22	22	15	12	0	0
	National	5	14		21	26	20	14	0	0
Mathematics	Boys	3	3		13	30	27	20	0	0
	Girls	3	3		11	38	16	24	0	0
	Whole School	3	3		12	34	21	22	0	0
	National	2	7		17	24	27	21	0	0
Science	Boys	3	13	63				17	0	
	Girls	0	14	70				11	0	
	Whole School	1	13	67				13	0	
	National	2	9	66				24	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

Results for speaking and listening and science are based on teacher assessment only.

KS2 COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2007) and nationally (2006) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 78

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2007 and NATIONAL 2006											
		Percentage at each level								Pupils disappled	Pupils absent
		W	1	2	3	4	5	6			
English	School	0	0	3	12	49	32	0	0	0	
	National	0	1	4	18	49	28	0	0	0	
Mathematics	School	0	0	4	10	46	35	0	0	0	
	National	0	1	4	17	45	32	0	0	0	
Science	School	0	0	1	8	42	44	0	0	0	
	National	0	0	2	13	47	37	0	0	0	

TEST RESULTS 2007 and NATIONAL 2006								
		Percentage at each level					Pupils not entered [#]	Pupils absent
		Below level 3*	3	4	5			
English	School	3	8	46	38	0	0	
	National	6	14	47	32	0	1	
Reading	School	1	6	36	49	0	0	
	National	7	9	36	47	0	1	
Writing	School	0	21	47	24	0	0	
	National	6	27	49	18	0	1	
Mathematics	School	4	9	38	44	0	0	
	National	6	17	43	33	0	1	
Science	School	1	1	36	56	0	0	
	National	3	10	41	46	0	1	

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

- * represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.
- # pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

Key Stage 2 Targets

Targets are set, when pupils are in Year 5, for their performance in end of key stage tests in 18 months' time. These targets, which are based on the percentage of pupils achieving or exceeding the stated levels, are intended to be challenging but realistic. They are agreed by the Full Governing Body and the Local Authority's Inspectors. In 2007, all the targets were met (based on the target setting process in 2005).

The targets for 2008 (set in 2006) and 2009 (set in 2007) are:

2008	Level 4+	Level 5
English	86	33
Maths	93	40
2009	Level 4+	Level 5
English	87	39
Maths	95	45

Complaints about the Curriculum and Religious Worship

Any concerns expressed by parents and others about the school curriculum and related matters will usually be discussed and dealt with on an informal basis with the teachers and the Headteacher.

In the unlikely event of concerns not being resolved, a formal complaints procedure will come into operation.

You are able to set your complaint in writing and address it to the Clerk to the Governors at the school. When the complaint has been considered by the Governors, the Clerk will notify you of the outcome. Further details are available on request.

Copies of all school policies are available in the school office.

ROUTINES AND GENERAL INFORMATION

The School Day

Key Stage 2		Key Stage 1	
08.40 – 10.45	Session 1	08.45 – 10.45	Session 1
10.45 – 11.00	Playtime	10.45 – 11.00	Playtime
11.00 – 12.00	Session 2	11.00 – 12.00	Session 2
12.00 – 12.55	Lunchtime	12.00 – 13.00	Lunchtime
12.55 – 15.00	Session 3	13.00 – 14.15	Session 3
		14.15 – 14.30	Playtime
		14.30 – 15.00	Session 4

On Key Stage 1, children should NOT arrive at school before 8.40 a.m. in order to line up for the whistle to be blown at 8.45 a.m. We expect these young children to be brought to and collected from school by adults.

On Key Stage 2, children should NOT arrive at school before 8.30 a.m. as supervision is unavailable before that time. If teachers request that children come to school early or remain after school, adequate supervision will be available.

When the weather is inclement, we will always open the classroom and cloakroom doors earlier so that you and your children are not left standing in the wind and rain.

Attendance

Children's absences and late arrivals is recorded by the class teacher and entered on the school's computer records. The Education Welfare Officer (EWO) regularly checks these records. The EWO may contact parents/carers where there is a concern about a child's attendance. An annual attendance return is made to the Department for Education (DfES) and the statistics are used to make judgements about the school's performance. A record of your child's attendance will be included in their annual report.

Parents/carers should contact the school on the first day of their child's absence. The school has a dedicated absence line – the number is **01480 465412**.

Parents/carers who have not notified the school of their child's absence will be contacted on the first day.

Please note the following from the school's attendance policy, which comes into force at the beginning of the Autumn Term 2008 and should be read in conjunction with the Local Authority's guidance which is enclosed with this prospectus:

"Parents should avoid booking family holidays during term-time. If this is absolutely unavoidable, they should arrange to meet with the Headteacher at least three weeks in advance of the period for which leave is to be requested. Leave will only be granted in exceptional circumstances which are defined in Local Authority guidance to parents as "a one-off, unique situation". Parents will also be made aware that "should the child's average attendance be below 95%, it is highly unlikely that the Headteacher will agree to authorise any further absence" (quote from Local Authority guidance)."

“Registers will be called twice daily (at 8.45am and at 1.00pm). Registers will close in the morning at 9.05am in Key Stage 1 and 9.00am in Key Stage 2. In the afternoon, registers will close at 1.05pm. Any child arriving after the closing of the register will be recorded as 'late' for that session and that is an unauthorised absence. Similarly, children arriving for the morning session late before the register is closed (between 8.55am and 9.05am in Key Stage 1 and 8.50am and 9.00am in Key Stage 2) will be marked as “late before the register closes”. This counts as a “present” mark but it is important for the school, as the school is expected to monitor patterns of lateness, even before the registers close, and respond to them as necessary.”

If requests are made for children to leave school during the day, e.g. for dental appointments, they must be collected by an adult at the appropriate time and signed out of school. If they are returned to school later, they must be signed back in. If the appointment keeps your child out of school, until 12pm, we then expect the child to return to school for the afternoon session at 1.00pm (Key Stage 1) or 12.55pm (Key Stage 2), and not during the lunch break.

Educational Welfare

Our Educational Welfare Officer (EWO), Mrs Cheryl Earley, liaises with all the schools in the St. Ives area and monitors attendance of pupils. Amongst her varied duties, she may be requested to visit the homes of pupils whose prolonged or frequent absences give cause for concern.

School Health

There are regular checks made on the health of the children throughout their seven years at the Primary School. Regular vision and hearing tests are carried out and the school doctor also carries out prearranged medical examinations. We have dental inspections every two years and parents are notified of these as well as medical inspections. Parents are also advised when hearing, speech or physiotherapy are considered necessary.

Illness

It is expected that young children will catch some of the variety of germs which ‘do the rounds’ each year. In fairness to the other children and the staff, **and in line with NHS guidelines, if your child has been sick, suffered an upset tummy or similar ailment, please allow 48 hours after the sickness before returning to school.**

When illness occurs in school, children are cared for immediately and if it is more than a slight or temporary indisposition parents are notified and asked to collect their child. Routine first aid is administered in school, but should any injury occur of a more serious nature parents are notified immediately.

Parents are asked to ensure that the school has their up to date contact telephone number and also that of another person (relative, friend or even neighbour), who can be contacted, should there be a need to send the child home.

If children are collected from school during the day, for whatever reason, we ask that you sign a book to provide us with a written assurance that your child is no longer on site and our responsibility. Please call at the office to do this before collecting your child.

Headlice

To help with prevention, please check your child's hair regularly, by applying plenty of conditioner after shampooing your child's hair, and combing through with a fine toothcomb. If necessary, further advice is available from the school office.

If you have any queries regarding this or any other medical issues, the School Nurse, Lisa Fowler, is available for appointments in school. Dates when she can be consulted are displayed at the school entrance or are available on request.

Medicine

We are unable to administer any medication at school. Exceptions to this are

- Asthma inhalers
- Epipen
- Ritalin
- Insulin

For these medications a County Medicine Consent Form must be completed. Members of staff are delegated to administer it by the School Nurse, following appropriate training.

Water in School

All children are encouraged to bring a drinking bottle full of water on a daily basis. Children are allowed to drink water throughout the day as required. This improves concentration throughout the day and reduces the occurrence of headaches due to de-hydration. Water bottles with 'sports lids' can be purchased from the school reception and cost £1.50.

School Meals

School meals are cooked in our own kitchens and served in the school dining hall. The meals are well balanced and attractively presented and provide plenty of choice. Every effort is made to cater for the tastes of the children. Money should be sent into school in a school envelope marked "school meals" with your child's full name, class and amount enclosed on Monday morning. If you want to pay by cheque, please make cheques payable to Wheatfields Primary School and endorse the back of the cheque with your name and address, plus your cheque card number.

Accounts that fall into arrears will be sent a reminder after two weeks. If the account remains unsettled we will not be able to provide further school meals after this time until the arrears are paid.

If you are in receipt of Income Support or Income Based Job-Seekers Allowance you are entitled to free school meals for your child. Application forms for free school meals are available from the school office. These should be filled in promptly as free school meal awards cannot be backdated. If you need help with completing an application form or you

are unsure whether you are eligible for free school meals please speak to Mrs. Elliott on reception in confidence. Please claim your entitlement for Free School Meals, even if your child prefers a packed lunch, as school packed lunches are available from school on days out.

Packed Lunches

If the children bring packed lunches, parents are requested to provide suitably sealed plastic containers that are clearly named. In Key Stage 1 some children eat their packed lunch in the school hall and others in their own classroom. In Key Stage 2 they eat their packed lunch in their class area.

School Uniform

At Wheatfields Primary School we place great emphasis upon a neat personal appearance and strongly encourage **all** children to wear school uniform. The generally agreed view is that uniformity of dress does help considerably in developing a sense of pride in the school and that the feeling is reflected in the standards of work achieved, and in the manners and behaviour of the children.

School 'T' Shirts, Sweat Shirts and Polo Shirts with an embroidered school logo are available through the school; the recommended dress can be purchased at most children's clothing stores. Supplies of the uniform will be available from the school reception throughout the year and order forms and details will be sent home to you.

Clothing list:

Boys

Grey or Navy Trousers/shorts
White shirts
Navy Sweatshirts
Emerald, White or Navy Polo Shirts or T shirts
Grey or navy socks

Girls

Grey or Navy blue skirts/pinafores/trousers
White blouses/shirts
Navy Sweatshirts or Sweatcardis
Emerald, White or Navy Polo shirts or T shirts White.
White, grey or navy socks or tights
Green or Blue check gingham school dress or Navy pique dress (Summer)

Also available – navy reversible waterproof/fleece jackets (boys and girls)

Footwear – Black school shoes. Please do **NOT** send your children to school in high fashion shoes as they are not suitable for school conditions.

Sportswear

The school has good facilities and is well equipped for P.E. and Games and all children take part in a wide range of sports activities. It is essential that suitable clothing is worn and the following will be required:

Boys

White T Shirt
Navy or White shorts
Plimsolls/trainers
Track suit/joggers
Swimming trunks (Yr 3 & 4)

Girls

White T Shirt
Navy shorts/sports skirt
Plimsolls/training shoes
Swimming costume (Yr 3 & 4)
Track suit/joggers

A sports bag clearly named is also necessary.

In the interest of safety we recommend that children only wear stud earrings and watches for school - other jewellery is not acceptable.

Please ensure that a note is sent to the teacher concerned if your child is unable to take part in any planned sport activity.

Parents should be advised that no clothing allowance is available for Primary School children.

Newsletters

Newsletters are sent to you fortnightly and they represent an important link between home and school. Please look out to see if any newsletters have been given out as they often remain at the bottom of school bags for many weeks!

Lost Property

Lost property is a constant worry and it is important that all articles of clothing and personal belongings are clearly marked with your child's name.

It is not advisable for children to wear any jewellery at school. If it is lost, stolen or damaged or the cause of any accident or injury to the child we cannot accept any responsibility.

If any large sums of money or valuables are brought into school, i.e. trip monies, they should be put into an envelope or container and clearly marked with the child's name, class and school.

Voice Level Policy

As part of the School Behavioural Policy the school operates a voice level policy, to ensure appropriate levels of noise in a semi-open plan environment

Five **voice levels** have been selected and colour coded for ease of recognition.

1. **Blue** **SILENCE** We talk only in emergencies.
2. **Green** **PARTNER VOICE** Only the person we are talking to can hear what we are saying.
3. **Yellow** **TABLE VOICE** Only the people on our table can hear what we are saying.
4. **Orange** **CLASS VOICE** Everyone in the class can hear what we are saying.
5. **Red** **PLAYGROUND VOICE** We use this voice to call people who are a long way ahead.

The House System

A House System runs across the school. Children are placed in mixed age and ability groups of four “houses”. This system provides us with the opportunity to positively reward children for their individual achievements and to promote an atmosphere of healthy competition within and beyond the school environment.

We will be introducing new activities, which children can take part in in their houses, and we will inform you of these as they are planned.

School Term Dates 2008 / 09

Professional Day	Monday 1 September
Professional Day	Tuesday 2 September
Autumn Term Opens	Wednesday 3 September
Half Term	27 – 31 October
Autumn Term Closes	Friday 19 December
Professional Day	Monday 5 January 2009
Spring Term Opens	Tuesday 6 January
Half Term	16 – 20 February
Spring Term Closes	Friday 3 April
Summer Term opens	Monday 20 April
Professional Day	Friday 1 May
May Day	Monday 4 May
Half Term	25 May – 29 May
Summer Term Closes	Friday 17 July
Professional Day	Monday 20 July

Personal Safety and Road Safety

We operate an ongoing programme to develop pupils' awareness of safety around both parked and moving cars. We ask for your help in supporting this very important aspect of the school's work. Please note that cars are not allowed to park in the car park in the morning, or at home time. Parents arriving by car are requested to ensure that access to the school car park is kept clear at all times for emergency vehicles. Please also ensure that cars do not block the driveways of our neighbours in Nene Way and in Wheatfields.

If it is necessary for you to bring your car into the car park, please be aware that the gates are locked during the day and access is requested via the intercom system. Thank you.

Dogs

Dogs are not allowed onto the school site, with the exception of guide-dogs.

Riding Bicycles to School

During the Summer Term, all Year 6 pupils are given the opportunity to participate in a Safe Cycling Course to achieve their cycling proficiency award. Only pupils in Year 6 who have successfully completed the course are allowed to ride bicycles to school. We ask children to refrain from riding bikes or scooters across the playground.

Security

Parents and Visitors to the school should enter by the front door. In the event of the receptionist not being at her desk the front door will be locked. Access can be achieved by pressing the doorbell. The door will then be opened from inside. Visitors to the school are required to wear visitors' badges. Parent helpers will be requested to sign in and out of the building.

Protecting Children from Harm

The School works in partnership with parents to support children in every way possible. However, the Children's Act 1989 places clear responsibility on schools to ensure they work together with other agencies to safeguard the welfare of all children.

As a result, if particular concerns are raised within school, or a child or parent reports a situation giving rise to particular concern, it may be necessary to contact Social Care without first contacting parents. This is in line with Government guidelines and Cambridgeshire County Council guidelines on Child Protection. Dr Marshall, Mrs Howell and Mrs Shevlin are all fully trained in Child Protection procedures.

The school works closely with other local schools as part of the St Ives Pathfinder Children's Trust, supporting children's wellbeing. Our Senior Social Inclusion Workers are Mrs Kathy Griffiths (Key Stage 1) and Mrs Penny Benn (Key Stage 2). Please do not hesitate to

arrange an appointment with them, or with Dr Marshall, if you wish to discuss any issues affecting your child's welfare.

Policy for Physical Intervention

Maintaining the personal safety of children, staff and visitors may on vary rare occasions require the use of some form of restraint or physical intervention. This is a last resort, and would only be used if other strategies had been inappropriate or ineffective.

Reasonable physical intervention is only used in situations where there is:

- risk to the safety of the child or other children, staff or visitors
- risk of serious damage to property
- behaviour which leads to a criminal offence.

We will always aim to ensure minimal risk of injury.